

HO'OKĀKO'O
SCHOOL GOVERNING BOARD MEETING
Tuesday, January 22, 2019, 2:00 PM – 3:30 PM
1360 S. Beretania Street, Suite 202, HNL, HI 96814
MINUTES

Present: Joe Uno, Kumau Pineda-Akiona (remote), Nancy Barry, Ivan Takushi (remote), Matt Caires, Kaipo Ka'awaloa (remote), Blake Parsons, Robert Peters
Excused: Barbara Kalipi, Paul Nakayama, Janice English
Staff: Lydia Trinidad, Paul Kepka, Chris Kono, David Gibson

AGENDA ITEM	Notes	DECISION MAKING	FOLLOW UP	ATTACHMENTS
I. Welcome (J. Uno)	<ul style="list-style-type: none"> ● Call meeting to order ● Establish quorum 	2:08 PM Quorum established		
II. Acceptance of October 9, 2018 Governing Board Minutes (J. Uno)	Board acceptance of draft Oct 9, 2018 Governing Board Minutes into the record	Action needed: Acceptance of October 9, 2018 Governing Board Meeting Minutes into the record Accepted unanimously		HC Governing Board Oct 9 2018 Meeting Minutes – DRAFT
III. School Reports: A. Kamaile Academy (P. Kepka)	Kamaile Academy Report See written report. 1. School committed to whole school improvement 2. Focused and committed on literacy; Pre-K having a positive impact on DIBELS scores 3. Committed to P-12 though potential issue with loss of Pre-K funding; funding for 2019-2020 seems to be in place 4. Looking at facilities planning; working on Eurus land donation, and possible lease of adjacent land for storage. 5. Discussed Notice of Concern from Commission 6. Kamaile Principal search has begun 7. P. Kepka present revised vision statement; mission unchanged	Action Needed: For Board to adopt revised Kamaile Vision Statement. (B. Parsons/M. Caires) Unanimously approved	Board WASC meeting 1/29/2019 at 5 PM at HC	KAMAILE HC BOARD REPORT 1_22_19 w attachments

<p>B. Kualapu'u School (L. Trinidad)</p>	<p>Kualapu'u School Report</p> <p>Successes:</p> <ol style="list-style-type: none"> 1. 100% staff giving; \$1,000 matching gift from anonymous donor; still building development 2. Committed to reading planning; using Writing and Reading Workshop curriculum; students reading more for enjoyment 3. PLC continuing 4. Second NHEP grant received by Kualapu'u & Kamaile focused on literacy and arts 5. Academic data on track with last year 6. Immersion has their own tests in the Hawaiian language 7. Upcoming Fundraisers: Moloka'i Metric last weekend & Glass for Class 2/9 <p>Major Needs</p> <ol style="list-style-type: none"> 1. Facilities planning - Cafeteria and kitchen redesign; would like to complete a facilities plan; working with Kamehameha Schools. <p>J. Uno has ideas about facilities planning and potential consultants.</p> <p>See attached written report.</p>			
<p>C. Waimea Middle School (J. English)</p>	<p>Waimea Middle School Report</p> <p>No report</p>			<p>WMS January 2019 HC Principal Governing Board Report</p>
<p>IV. Committee Reports:</p> <p>A. Executive (J. Uno)</p>	<p><i>Committee reports related to school governance</i></p> <p>J. Uno, M. Caires & D. Gibson met with Sione Thompson who expressed appreciation for HC services.</p>			

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<p>B. Nominating & Governance (J. Uno)</p>	<p>Discussion of current school parents becoming board members representing the school community.</p> <p>Kualapu'u's request to have parent nominated to the board was withdrawn by the school.</p>			
<p>C. Budget & Finance (I. Takushi)</p>	<p>Committee met on 10/24/2018 with N&K CPAs, Inc. to review the school audits.</p> <p>The committee recommends to the board the acceptance of the audits. K. Pineda-Akiona motioned that board accept audits.</p> <p>I. Takushi presented school budgets and reviewed budget updates.</p> <p>HC to solicit proposal for 2019 audit services; RFP being developed and to be sent out by the end of February.</p>	<p>Action needed: Motion to accept audits (K. Pineda-Akiona/K. Ka'awaloa)</p> <p>Unanimously approved</p>		
<p>D. Education (R. Peters)</p>	<p>No Report</p>			
<p>E. Development (B. Parsons)</p>	<p>Update on Strategic Planning implementation framework outlining schools' role</p>			<p>Hookakoo-Strategy-FINAL</p> <p>Hookakoo-Strategy-ImplementationFramework</p>
<p>F. External Relations (M. Caires)</p>	<p>Committee met on January 10, 2019. Committee will draft the committee charter for the next board meeting. M. Caires to attend Commission retreat.</p>			

	<p>Planning next committee meeting.</p> <p>Discussion of 2019 Legislative priorities.</p>			
<p>V. Executive Director Report (D. Gibson)</p>	<p>Board voted by conference call on December 10, 2018 to accept HSTA proposals. Present on call were P. Nakayama, B. Peters, N. Barry, K. Pineda-Akiona, K. Ka'awaloa, J. Uno, I. Takushi, and B. Kalipi.</p> <p>Motion to accept HSTA proposals brought by P. Nakayama/B. Peters Motion passed unanimously.</p> <p>Kamaile Principal Recruitment process has begun.</p>			
<p>VI. Other Business</p>				
<p>VII. Adjourn</p>	<p>Meeting adjourned at 3:55 PM Next meeting: April 23, 2019</p>			

Persons requiring special assistance or services, such as a sign language interpreter, should contact David Y. Gibson at (808) 983-3835 or dgibson@hookakoo.org at least three business days before the meeting. Requests made as early as possible will allow adequate time to fulfill your request. Upon request, this notice is available in alternate formats such as large print, Braille, or electronic copy. Parking is available in Visitor Stalls and Reserved Stalls #32-35.

HO'OKĀKO'O
SCHOOL GOVERNING BOARD MEETING
Tuesday, October 9, 2018, 2:00 PM – 3:30 PM
1360 S. Beretania Street, Suite 202, HNL, HI 96814
MINUTES - DRAFT

Present: Joe Uno, Nancy Barry (remote), Kaipo Ka'awaloa, Barbara Kalipi, Paul Nakayama (remote), Blake Parsons, Kumau Pineda-Akiona (remote), Ivan Takushi (remote)
Excused: Matt Caires, Robert Peters
Staff: Lydia Trinidad, Paul Kepka, Janice English, Chris Kono, Julie Upton, David Gibson

AGENDA ITEM	NOTES	DECISION MAKING	FOLLOW UP	ATTACHMENTS
I. Welcome (J. Uno)	<ul style="list-style-type: none"> • Meeting called to order at 2:05 PM • Quorum established 			
II. Acceptance of July 10, 2018 Governing Board Minutes (J. Uno)	Board acceptance of draft July 10, 2018 Governing Board Minutes into the record	Action needed: Acceptance of July 10, 2018 Governing Board Meeting Minutes into the record		Attachment 1 - HC Governing Board July 10 2018 Meeting Minutes – DRAFT
III. WMS Principal Search	Ratify 5/29/2018 email vote appointing Janice English as WMS Principal. Email vote approval was unanimous. July 10, 2018 Board Meeting vote was deferred due to lack of quorum.	Action needed: To ratify 5/29/2018 email vote appointing Janice English as WMS Principal B. Kalipi/B. Parsons Motion unanimously approved		
IV. School Reports: A. Kualapu'u School (L. Trinidad)	Kualapu'u School Report <ul style="list-style-type: none"> • Kualapu'u receiving students dealing with trauma. Acting out on campus. • Still struggling to find a school counselor due to lack of qualified applicants. Discussed recruitment options. B. Kalipi suggested HC look at recruitment of Moloka'i as part of the 5-year strategic plan. 			

	<ul style="list-style-type: none"> L. Trinidad & L. Sherwood attended Trauma Informed Schools conference through Innovation Grant 			
B. Kamaile Academy (P. Kepka)	<p>Kamaile Academy Report</p> <ul style="list-style-type: none"> P. Kepka reviewed his report (see attached). WASC self-study - Board to meet at HC to provide input 10/15 at 5 PM Enrollment: 911 students; 866 without Pre-K Promoting Kamaile as Pre-K through 12 Early college program to begin in Spring Chronic absenteeism down by 9% validating initiatives focusing on attendance including the hiring of a social worker Academic data still showing need for improvement; focus on literacy & instructions NHEP grant awarded to Kamaile & Kualapu'u Two teacher vacancies; difficult to fill Looking at facilities needs i.e. parking P. Kepka invited board to visit classrooms Discipline referrals are down 			<p>Attachment 2 - Kamaile Academy PCS Report to Board 10918</p> <p>Attachment 3 - 275_StriveHIKamaileAcademyPCS18</p>
C. Waimea Middle School (J. English)	<p>Waimea Middle School Report</p> <ul style="list-style-type: none"> J. English reviewed her report to the board (see attached) School climate has improved; teacher morale positive Attendance reward program being implemented April 5 & 6 will be hosting the HA Summit (Wai theme) Developing Value Added Measures for charter contract Elevator switch installed without an approved change order. Contractor to remove the switch 			

	<p>at no cost to the school.</p> <ul style="list-style-type: none"> J. English shared that WMS is underserved in SPED that she is working to improve. Discussed SPED resources and responsibility of school to provide SPED services. Oct 24 Career Day 			
V. Committee Reports:	<i>Committee reports related to school governance</i>			
A. Executive (J. Uno)	No Report			
B. Nominating & Governance (J. Uno)	See Nonprofit Board of Directors Meeting Agenda for school nomination of current parents to the board.			
C. Budget & Finance (I. Takushi)	<ul style="list-style-type: none"> Budget & Finance Committee met August 10th to review school budgets. <p>Budget & Finance Committee recommends the board approve of SY 2018-2019 school budgets for Kamaile Academy, Kualapu'u School and Waimea Middle School.</p> <ul style="list-style-type: none"> J. Upton gave an update on the status of school audits. Most audits are almost completed. Some issues with leave tracking. Recommendation is that HC review leave at least twice a year. Waimea would like to move to Aesop system 	<p>Action needed: Approval of Kamaile, Kualapuu & Waimea 2018-2019 Budget</p> <p>B.Parson/K. Ka'awaloa Motion unanimously approved</p>		<p>Attachment 4 - Kamaile SY 18-19 Budget Summary & Detail 5-18-18 DRAFT</p> <p>Attachment 5 - Kualapu'u SY 18-19 Budget Summary & Detail 6-30-18 DRAFT</p> <p>Attachment 6 - Waimea SY 18-19 Budget Summary & Description 5-17-18 DRAFT</p>
D. Education (R. Peters)	No Report			

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 School Governing Board Meeting Minutes
 October 9, 2018

E. Development (B. Parsons)	B.Parsons gave an update on the Strategic Planning. Draft to be circulated to all schools. More information to be brought to the board in November.			
F. External Relations (M. Caires)	No Report			
VI. Executive Director Report (D. Gibson)	C. Kono gave upatde of on HSTA Supplemental Agreement Negotiations. HSTA reviewing Ho'okāko'o proposals. Still needing to agree on teahcer evauation multiple tracks.. Lesson planning also a sticking point. Language being modified.			
VII. Other Business	No other business. Meetng adjourned at 3: 25 PM.			
VII. Adjourn	Next meeting: November 27, 2018			

Persons requiring special assistance or services, such as a sign language interpreter, should call (808) 983-3835 at least three business days before the meeting. Parking available in Visitor Stalls and Ho'okāko'o Reserved Stalls #32-35.

Kamaile Academy PCS HC BOARD Report 1/14/19

Kamaile Academy Vision

At Kamaile Academy haumāna learn, grow, and develop into resourceful community contributors who exhibit cultural pride, achievement, and pono values.

1. Successes in the Last Months

1. Whole school is engaging in the school improvement process and WASC Self Study Process
2. Maintaining Academic Focus of Literacy and Improving Instruction
3. Family Engagement
4. Speech 151- Early College Cohort
5. P-12 Commitment
6. Positive relations with the Department of Education

2. Academics

a. Two threads of SWP continue to be at the focus of continuous school improvement.

- i. SCHOOL GOAL 1: 35-44% (for SY18-19) of Kamaile students (Grades 3 - 8, 11) will score proficient or above on the ELA SBA (Academic Performance Framework Target).
- ii. SCHOOL GOAL 2: 20% increase from the end of SY17-18 (54%) in the percent of classrooms aligned with Powerful Teaching and Learning (as measured by the BERC Group Star Protocol). 74% of teachers will demonstrate PTL by Spring 2019 Data Collection.

b. A strong culture of teaching and learning is being established. We are moving to a more technical approach to teaching and learning as we move through the year.

i. Literacy

1. Sacred Reading Block Continues- Honing in on specific components to collect data, refine and support improving of literacy
2. Utilizing PLC and Vertical Articulation for teacher professional growth
3. Grade level clusters are identifying root causes and setting smart goals
 - a. K-2 fluency- DIBELS
 - b. 3-6 Comprehension - CCR Reading Street Assessments
 - c. 7-12 - Common Formative Assessments are being developed on common standard across all subject area.
4. Grade level chairs are going to be providing an update on Mid Year data at 2/6/19 meeting
5. PK seems to be making an impact with first full cohort of haumāna coming up this year...
 - a. Mid Year DIBELS Kinder: First Sound Fluency- 24% core this year compared to 0% core last year
 - b. Mid Year DIBELS Kinder: Phoneme Segmentation Fluency 34% core this year compared to 0% last year

6.

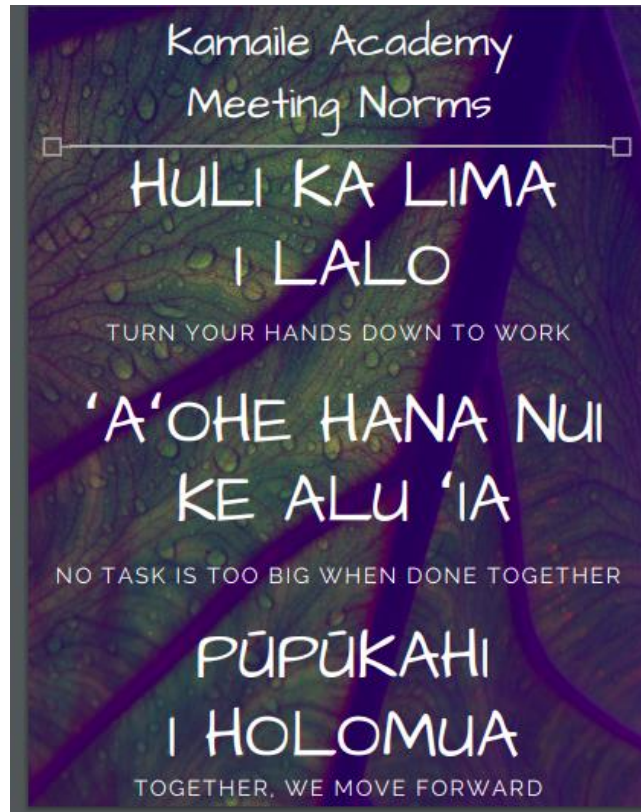
ii. Increasing Powerful Teaching and Learning

1. Narrowed a specific focus (1 of 4). Clear Purpose and Expectations
 - a. Collecting data, setting goals, action plans
 - b. WHAT WHY HOW
2. Collecting Data on posting Clear purpose between 1/13 and 1/25. Posted WHAT WHY HOW...
3. Reducing the variability in instruction

iii. Attached Notice of Concern with CNA and SWP for more details on Academics

3. Major Needs

1. Academic Growth
2. Continued engagement in Continuous School Improvement Process - Comprehensive Needs Assessment- Purposeful Planning
3. Master Planning: Field Space Planning (Eurus), Parking Space Planning (Ursulum) - Master Planning
4. Development planning to sustain P-12.



Expectations of Professional Practice

(to be adopted SY 18-19)

These are expectations of how we conduct teaching and learning at Kamaile Academy PCS.

Standards-Based

Together, we have clear expectation for standards-based instruction.

Together, we ensure that our assessments align with the standards.

Data Driven

Together, we analyze data to intentionally collaborate in PLCs.

Together, we use data to hold each other accountable for high expectations of learning.

Differentiated Instruction

Together, we differentiate instruction to meet our students' needs.

Together, we intentionally plan engaging instruction to support student learning.

Strength-Based, Growth Mindset

Together, we believe that ALL students CAN LEARN!

Together, we continuously hold ourselves to high expectations of learning.

12/23/18

Kamaile Academy Response to Notice of Concern:

Prepared by: Paul Kepka, Interim Principal

Reviewed by: Joe Uno, Board Chair

Kamaile Academy leadership has been working with a clear purpose of collectively owning school improvement and the school improvement process. School improvement has become all of our responsibility at Kamaile Academy. We have been consistently monitoring present levels of academic performance and are making action steps to make progress. This commitment to school improvement has been driven by our three school norms:

- Huli ka lima I lalo- Turn your hands down to work.
- ‘A‘ohe hans nui ke alu ‘ia- No task is to big when done together
- Pūpūkahi i Holomua—Together we move forward.

Here are some key elements of our leadership teams efforts to grow academic performance.

- We identified the main academic focus for the school year of 18-19 to be growing literacy PK-12 and improving instructional practice. We recognize that powerful teaching and literacy are the through lines of academic success.
- We have prioritized our school-wide activities/strategies – focusing on Literacy – Kamaile has had so many areas of concern and focusing on everything all at once has been overwhelming and confusing for teachers, especially our new teachers.
- We have been monitoring school wide goals and objectives and have been updating the progress toward the goals/objectives with the same team regularly. This process has allowed for collaboration and discussion. Time has been carved out into meetings to ensure that this process happens consistently. Monitoring our progress ensures that we are keeping this as our highest priority.
- We have restructured our Wednesday meeting times to allow for more vertical articulation time and data discussions within clusters (cluster 1: PK-2, cluster 2: 3-6 & cluster 3: secondary) has allowed for:
 - Increase in curriculum alignment
 - Increase in communication between grade levels and across disciplines
 - Differentiation (i.e. data analysis & goal setting – DIBELS in K-2, SBA in 3-6 & Mastery Connect in secondary)
 - Increase in resources beyond a single grade level (mentors & “experts” outside a grade level)
- We have increased walkthroughs/classroom observations by Admin, Coaches & MTSS Consultant. This has provided implementation data of literacy programs/strategies. We are currently awaiting mid-year data to correlate implementation with academic growth – What gets monitored gets done! Every classroom everyday has become a real thing at Kamaile Academy. Kamaile Academy admin conducted over 2000 classroom visits in the first semester.

- We continue continued the implementation of Kamaile’s Increased Student Attendance (ISA) system. This system led Kamaile to a decrease in chronic absenteeism last year by 9% from 34% to 25% chronic absenteeism.
- As we move forward with the school improvement process, school leadership recognizes that we will need to make some adjustments to further grow our academic performance. Focusing on too many areas of concern and implementing too many strategies/activities in isolation. School leadership will continue to align our plans to simplify our efforts and provide the strongest and most intentional support.
- Kamaile Academy’s recent Comprehensive Needs Assessment revealed a lack of clear systems as one of our root causes to low proficiency rates. Lacking clear systems has led to:
 - Unclear focus as a school
 - Decisions made in isolation
 - Too many plans/activities/strategies aligned to different initiatives
 - Strategies done in isolation
 - Teachers feeling overwhelmed
- Included in this is the SWP Monitoring and listed are the root causes that will be used to further adjust our Title 1 School Wide Plan, CSI plan and APF.
 - KAPCS lacks a clear and inclusive decision making process to select professional development opportunities that are aligned with the needs of the school, teachers, and students
 - Kamaile needs to adopt instructional practices and strategies that are rigorous and standards-based
 - KAPCS lacks a clear data system that includes analysis, implementation and accountability

Academic Performance Framework Concerns:

- a. Academic Proficiency
 - i. Math: Addressed in the Title 1 School Wide Plan and Monitoring (Pages 6-8_
 - ii. ELA: Addressed in the Title 1 School Wide Plan and Monitoring(Pages 1-5)
 - iii. Science:
 1. Kamaile Academy recognizes that this is an area of the concern that needs to be addressed as part of continuous school improvement. Currently teachers are using a variety of resources to address science performance.
 - a. Piloting NGSS aligned text for grade 6
 - b. Mystery Science aligned to NGSS
 - c. Teacher developed PBL Units aligned to NGSS
 - d. Kupkupu Framework culturally relevant assessment – aligned to NGSS
 2. Leadership Team has identified the need to focus on science.

- a. A need to address NGSS and C3 Framework in a systemic approach to support the needs of teachers and students
- b. A survey is being conducted with the teaching staff in early January of 2019 to gather the following information below. We will be using this data as part of planning for curricular decisions and PD to address science performance.
 - i. Current practices with teaching science
 - ii. Knowledge of NGSS/ C3
 - iii. Knowledge of PBL
 - iv. Needed support for PD and Curriculum
3. In Spring 2019, A decision making process will be developed and implemented to explore selection of NGSS aligned curriculum and professional development to make systemic growth in Science.
4. Science Bridge Assessment will be administered in the Spring of 2019 and results will be part of ongoing school improvement and CNA process.

b. Academic Growth

- i. Math: Addressed in the Title 1 School Wide Plan and Monitoring (pages 6-8)
- ii. ELA: Addressed in the Title School Wide Plan and Monitoring (pages 1-5)

c. College and Career Readiness

- i. 11th grade ACT
 1. ACT a After school ACT tutoring using Chalk Talk by ELA Teacher and secondary after school teacher- October- Ongoing
 2. ACT Prep in Junior Class will be starting Jan 2019 by Junior Advisory Teachers
 3. ACT books were ordered and be utilized for student practice. Ongoing
 4. Give sample tests in Junior Advisory for students to get familiar with types of questions – January 2019 School Counseor
 5. Test taking skills being taight in advisory by Advisor and PBIS counselor.
 6. Moving from Paper and Pencil to Online test taking which will hopefully make it more user friendly for students. October 2018- ACT coordinator and IT
- ii. Graduation Rate: The following are occurring throughout the school year.
 1. Each grade level has an advisory period five days a week. The purpose of the advisory is monitor each student's academic progress and it aides in establishing a working relationship between the teacher, the student, and ta parents.
 2. Parents are given mid quarter grade checks, quarter grade checks, and semester grades.

3. An academic progress notification is given to those students who are failing courses.
 4. The teachers log in their contact with parents via an electronic document.
 5. Students are given the opportunity to participate in tutoring on Tuesdays and Thursdays.
 6. Students can complete coursework through Grad Point which is used a credit recovery platform.
 7. Counselor reviews all students' transcripts at the beginning of the school year to ensure that they are taking the appropriate classes towards graduation requirements.
-

iii. College- Going Rate

1. Seniors engage in 1/2 credit towards PTP - Personal Transition Plans, under advisor direction. Personal Transition Plans insure that students have a clear plan following graduation with action steps to lead them and monitor progress.
2. Seniors receive instruction with college/career partners at Kamehameha Schools - Kīkaha Nā 'Iwa
 - a. Seniors get one class per week, and one day is available
 - b. Juniors, sophomores, freshman get one class every other week
 - c. All students utilize Naviance to do college/career exploration activities and planning
8. College Awareness Events throughout the year
 - a. Senior Parent Night 9/26
 - b. FAFSA Nights with Waianae High School (partnership-our students invited) 11/14, 1/30
 - c. College Fair at Waianae High School(partnership-our students invited) 9/13
 - d. Promote Financial Aid One Stop Shop (partnership-our students invited) 11/17, 2/2
 - e. Promote Native Hawaiian Scholarship Aha (partnership-our students invited) 10/24
 - f. Promote INPEACE FAFSA Party (partnership-our students invited) 10/1
 - g. Kīkaha Nā 'Iwa Naviance lessons grades 9-12 with Kamehameha Schools
 - h. College Presentations (Chaminade University 8/28, UHWO 12/11, UC Berkeley 8/30)
 - i. College Visit HPU 9/21
 - j. ASVAB testing 11/15
 - k. ASVAB interpretation presentation 12/20

d. Achievement Gap

- i. Math: Currently Kamaile Academy has 916 students enrolled. 718 of our students meet the criterion for high risk (FRL, ELL, SPED) 78%. The achievement gap is being addressed through the SWP/ SWP Monitoring (pages 6-8)
- ii. ELA: Currently Kamaile Academy has 916 students enrolled. 718 of our students meet the criterion for high risk (FRL, ELL, SPED) 78%. The achievement gap is being addressed through the SWP/ SWP Monitoring (pages 1-5)
 1. Working towards training ALL Kamaile Academy Teachers in GLAD. Guided Language Acquisition Design. This framework provides teachers with strategies to meet needs of English Language Learners. 12 teachers were trained in December of 2018
 2. Kamaile Engages Family in ‘ohana events to grow relationships between the school and ‘ohana.
 - a. Open House
 - b. Coffee Hours
 - c. Friends of Kamaile Academy
 - d. Elementary Exhibition/ ‘Ohana Events
 - e. Navigator News
 - f. School Reach Phone System
 3. Kamaile Supports the basic needs of students
 - a. Navigator Center E Ola Program – Supports students and families with basic needs so they can access school
 - b. Kamaile Store- Students can purchase needed supplies for school with Kamaile Kalo Kards (earned by good behavior)
 - c. Innovative Food Service. Wiki breakfast added for secondary students. Served an additional 22,000 meals in SY 2017-2018.

e. Interim Academic Targets:

- i. Mid Year Assessment/ End of the Year Assessment: DRA will be administered 1/14/19- 1/31/19. DIBELS window for Mid Year closes on 12/21/18. We are addressing this through our SWP monitoring.(pages 1-5)
 1. 17/18 performances did not meet expectations because the school needed to to make literacy a primary through line of school improvement.
 - a. Professional development and professional learning communities need to have standards at the core.
 - b. Data systems lacked analysis, implementation steps and accountability measures.
 2. Notable Action Steps.
 - a. Identified Literacy as a primary focus for Kamaile Academy.
 - b. MTSSS System
 - i. Tier 1:
 1. Sacred Literacy Block in the Elementary
 2. Implementation of Enhanced Core

3. Reading Instruction with fidelity in K-
 - i. Tier 2
 - a. Literacy focused Intervention block in K-6
 - ii. Tier 3:
 1. Instructional Specialist Intervention K-6
 - iii. Monitoring and Accountability
 1. MTSSS Consultant is monitoring implementation of ECRI, Instructional Specialist and Intervention Block
 2. Admin has visited 2500 classrooms in spring semester
 3. Using Data to make team level SMART Goals

Attachments:

Kamaile Comprehensive Needs Assessment – December 2018

Kamaile School Wide Plan Monitoring Evidence – December 2018

**HAWAII STATE PUBLIC CHARTER SCHOOLS
COMPREHENSIVE NEEDS ASSESSMENT
SY 2018-2019**

School: Kamaile Academy PCS

Title I Requirements: Comprehensive Needs Assessment

A comprehensive needs assessment is conducted as a part of a school improvement process to identify indicators of need in selected areas of concern related to student learning, to analyze the “gap” between “what is” and “what should be,” to prioritize needs, and to identify potential solution strategies to meet those needs. The needs assessment requirement in the law is as follows:

Title I, Part A, C, and D	A school shall include a comprehensive needs assessment of the entire school including the needs of migratory children, and shall be based upon information which includes achievement of children in relation to the State academic achievement standards. Section 1114 (b) (1)(A) Eligible children will be identified by the school as failing, or most at risk of failing to meet the state’s challenging student achievement standards on the basis of multiple educationally-related objective criteria. Section 1115 (B)
Title I Schoolwide Programs	A comprehensive needs assessment is conducted and a plan is developed to encompass the 10 Schoolwide Components for schoolwide programs.

SCHOOL CONTACTS

Title I Contact Name/Title: Lisa Nakamura Program Manager	Email: lnakamura@kamaile.org	Phone: 808-697-7110
Director Name/Title: Paul Kepka Interim Principal	Email: pkepka@kamaile.org	Phone: 808-697-7110

SPCSC CONTACTS

Brandi Wakabayashi, Title I Linker	Email: brandi.wakabayashi@spcsc.hawaii.gov	Phone: 808-221-1518
Jessica Tanaka, Title I Linker	Email: Jessica.tanaka@spcsc.hawaii.gov	Phone: 808-536-3773

**Submit *DRAFT* Versions of CNA to this [Google Folder](#)
Final Submissions of CNA, Academic Plan, Alignment, and FRF will be done through Epicenter.**

CNA Process Overview

CREATE YOUR TEAM

- Establish your planning team. Determine roles and responsibilities.
- Set meeting times, locations. Determine system for record keeping.

CLARIFY SCHOOL VISION & PURPOSE

- (VISION/PURPOSE) Where do we want to be as a school?
- What is our unique purpose and contribution to Hawaii?
- What are our core values? Where are we now (anecdotally, big picture)?
- What are the school decision-making processes? How will you implement changes?

CREATE SCHOOL PROFILE

- Who are we as a school?
- What is the demographic data showing us?
- Describe your school community context (location, history, culture, economic opportunities, etc).

REVIEW DATA & CREATE DATA STATEMENTS

- Review multiple measures of data: student learning data, perception data from students, parents, and staff, and school programs and processes data.
- What are those data showing you? How do you know?
- Discuss intersections of multiple measures of data and longitudinal trends.
- Determine what data your team still needs in order to move forward.

CATEGORIZE DATA STATEMENTS

- For Demographic, Student Learning, Perceptions, and School Programs/ Processes:
 - *What are doing well?*
 - *What are we struggling with?*

PRIORITIZE CHALLENGES

- Determine if there are common challenges across all four multiple measures of data.
- Evaluate the importance of issues by referring back to your school's vision, purpose, and theory of change.

ANALYZE ROOT CAUSES

- What might have led to this outcome? What did we do/not do?
- What factors could have influenced this outcome?
- Are these underlying factors influencing anything else that we prioritized?
- Determine if the underlying causes are "quick fixes" or if they will require major changes by nature of the issue.

IDENTIFY RESOURCES AND RESEARCH

- *NOTE: this is not planning, this is just researching.
- What resources do we have access to that will help solve this issue?
- What has worked for other schools or organizations with similar issues?

SYNTHESIZE SOLUTIONS

- Based on the resources and research, what solutions are most feasible?
- Once solutions are brainstormed/synthesized for each issue, review commonalities.
- Can one solution help support other prioritized issues? How can you be most efficient in your theory of change?

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V.	APPENDIX	page 51

I. SCHOOL IMPROVEMENT PROCESS

A. Describe the school improvement process used to develop this plan including frequency of meetings, structure of focus group and work teams, and inclusiveness.

Kamaile invests significant amounts of time and resources towards school improvement. Kamaile ensures effective evaluation, performance monitoring and continuous improvement of programs and plans as follows:

- Monthly progress monitoring of our SWP – review by the Executive Leadership Team (ELT) of school improvement plans and programs (including a budget review) and the planning for necessary improvements. A school-wide plan progress chart documents the progress of Continuous School Improvement goals and initiatives. A color code system is used to monitor the status of implementation and the effectiveness. The monthly progress monitoring report is located in the drive

Key	Monitoring Status (Task/Deliverable completed)	Effectiveness (Indicators/Measures of success)
Green	On Track	Effective
Yellow	Almost On Track	Somewhat Effective or Undetermined
Red	Behind Schedule	Not Effective
Blue	Completed	
Gray	Not Started	Not Applicable

- External support for the evaluation of key school improvement initiatives/activities:
 - Powerful Teaching & Learning – STAR Report (The BERC Group)
 - K-3 Early Literacy Program (The BERC Group)
 - RTI, ECRI & Instructional Specialist (MTSS Consultant)
 - Hawaiian Cultural Based Education – Kamehameha Schools
 - Arts Integration (TAA Hawaii Implementation Director & Local Program Director)
 - WASC Self-Study (HAIS Consultant)

Kamaile also engages the staff in an annual Comprehensive Needs Assessment (CNA), facilitated by the Principal and the CNA Lead Team. The CNA includes data analysis (4 types - demographic data, perception data, student achievement data & programs and processes data), a problem solving cycle, and measuring the effectiveness of strategies in the school-wide action plan. The CNA is being used to drive the sustainable budget development process. The Executive Leadership Team reviews existing programs and identifies priorities based on CNA results. The entire faculty & staff, secondary students, ‘ohana and community (LAP) are given the opportunity to provide input & feedback into the process.

B. List the names of people involved in developing this plan. (Each group should have a representative participant.)

Planning Team	Name(s)/Position(s)/Title(s)
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Parents	Synnora Bettencourt (Parent of Secondary Student), Brian & Cozy Mendoza (Parents of Elementary Student)
Teachers	Mila Boucheva (ELL Teacher & Coordinator)
Administrators	Paul Kepka (Interim Principal), Lisa Staib (Interim VP), Eric Wyand (VP) & Natalie Zisko (VP)
Instructional Personnel	Chase Cabana (Instructional Coach/Secondary Teacher), Kris Caceres (PK-2 Counselor), Jamie Cruz (Instructional Coach) & Nicole Suzuki (Instructional Coach)
Other Staff	Kat Hoppe (Navigators' Program Manager/College Counselor), Vickie Munoz (Curriculum Coordinator), Lisa Nakamura (K-12 Program Manager), Kendra Singletary (SSC/Sped Department Head),
Student (if secondary)	Mia N. (gr. 9), Nisha N. (gr. 10), Colt A., Mark B. & Kira S. (gr. 11)
Additional Members	Julie Upton (HC Business Manager)

C. List the dates of team meetings and any intended objectives of those meetings below. If you have this listed in a table already, feel free to copy/paste the table.

Team Meeting Date, Time, Location	Intended Outcomes of Meeting
5/18/18, 8:00-11:00, E203 – Executive Leadership Team	SY18-19 Planning <ul style="list-style-type: none"> • Review of SW goals, action items & data
5/24/18, 8:00-1:00, E203 – Executive Leadership Team	SY18-19 Planning <ul style="list-style-type: none"> • Prioritize SWP action items • Revisit and revise ELA non-negotiables, instructional practices & protocols
5/25/18, 8:00-10:30, E203 – Executive Leadership Team	SY18-19 Planning <ul style="list-style-type: none"> • Review EOY data • Recommendations from MTSS Consultant – plan for ELA next steps
8/20/18, 1:30-2:30, E203 – Executive Leadership Team	ELT Meeting <ul style="list-style-type: none"> • Vision and Mission Review
9/4/18, 10:00-12:00, E204 – Executive Leadership Team	WASC Accreditation <ul style="list-style-type: none"> • Review process & committee assignments • Baseline requirements • Facilitated Administration chapter of self-study
9/12/18, 1:30-3:30, Cafeteria – Faculty	WASC Kick-off <ul style="list-style-type: none"> • Vision & Mission Statement Review (includes feedback cycle & compare/contrast)
10/15-19/18, 8:00-3:00, E203 – WASC Committees (entire faculty & staff)	Self-Study Blitz Week <ul style="list-style-type: none"> • Each committee reviews assigned section of self-study
10/15/18, Ho‘okako‘o Corporation – Principal & WASC School Coordinator	Meet w/ Ho‘okako‘o Board to share draft of revised vision & mission – feedback taken

10/17/18, 1:30-2:30, Library – Faculty	WASC Check-in & Review revised draft of vision/mission
10/31/18, 1:30-2:00, Library – Faculty	Adoption of vision/mission
11/20/18, 8:30-3:30, PCCC – Principal, VP, Curriculum Coordinator & K-12 Program Manager	CNA Training, Data Review & Team Planning • Draft of CNA timeline & agenda
12/3/18 & 12/4/18, E203 & E204 – Executive Leadership Team	CNA: • Problem Statement & 20 Hunches • 3 Circles Activity • 5 Whys – Root Causes • Data review – Demographics, Student Learning, Perceptions & Programs/Processes (identify strengths & challenges - prioritize) • Validate Root Causes
12/3/18 , 4:15-5:45, Library, Local Advisory Panel	Brief overview of a Comprehensive Needs Assessment and Purposeful Planning
12/11/18, 5:30-6:30, Navigators’ Center – Friends of Kamaile PTA	Review CNA process & review perception data (identify strengths & challenges)
12/17/18, 9:30-10:45, E204 – Secondary Student representatives	Review CNA process & review perception data (identify strengths & challenges)
12/18/18, 1:30-2:30, E203 – Executive Leadership Team	Revisit and review strengths & challenges and align with root causes

D. Describe how the team will communicate this plan with the school and community.

Kamaile Academy’s school wide plan for improvement, which includes goals, indicators/measures of success, action items and outcomes, will be communicated and explained to faculty and staff following the communication structure below.

Communication structure includes, but not limited to:

- Administration Meeting (Weekly)
- Executive Leadership Team Meeting (Weekly – Mondays 1st Sem. & Thursdays 2nd Sem.)
- Leadership Team Meeting (includes Grade Level Chairs - once a month)
- Grade Level Meeting
- Faculty Meeting
- ‘Aha ‘Ōpio – Secondary Students (as needed – 1st CNA meeting held on 12/16/18)
- Friends of Kamaile PTA (as needed – 1st CNA meeting held on 12/11/18))
- Local Advisory Panel (Once a month)
- Ho‘okako‘o Director
- Ho‘okako‘o Local School Board

Kamaile Academy will implement the following strategies to improve communication with families and its community, including communication about its goals and plans:

- Synvoice Co. – Electronic calling system to connect directly w/ the school community
- School Website
- School Newsletter

- School Marquee
- ‘Ohana Board – The Navigators’ Center maintains a large bulletin board facing the campus entrance that provides school information and announcements to the community.
- Open House – Parents will receive information about school wide goals and objectives for student achievement and how the school’s plan supports these goals
- IEP Meetings – Administrators, teachers, counselors and other support staff will articulate and connect the goals for the individual students with the school’s goals.
- Parent Teacher Conferences
- Navigators’ Center (Student Support) – Promoting health, wellness and academic success, they work closely with community partners to provide a wide-range of supports and opportunities to benefit the student population. To engage students, parents and families in meaningful ways, they partner with the teachers, staff and community partners to support the whole child through coordination of parent engagement events, and afterschool enrichment opportunities
- Friends of Kamaile PTA
- Kamaile holds Parent Coffee Hours with the Principal (Paul Kepka), regarding visioning & planning (including BERC evaluation results & CNA)
- Local Advisory Panel (LAP) – Specific time will be allocated during monthly meetings to solicit input and feedback from parents and the community about Kamaile Academy’s education programs and services and explain how these initiatives connect with the school wide goals and plans.

II. SCHOOL PROFILE

A. Describe the school’s core values/beliefs, mission, and vision. Feel free to copy/paste or reformat.

School Values and Beliefs: What are the curriculum, instruction, assessment, and environmental factors that support effective learning for your students?

Kamaile Academy is a PreK-12 Hawaiian focused, Arts integrated public conversion charter school that embraces all the cultures of our children with the emphasis on the Hawaiian culture being the piko (the center). Our students learn about Hawaiian values, customs, traditions, music, legends, and language. Students are engaged through rigorous study, the arts, and project-based learning.

Kamaile Academy’s Core Values serve as the foundation for everything we do. Academics, social, emotional and physical well-being, as well as cultural understandings are strengthened through continuous reflection of the Core Values below:

- Aloha (Love)
- ‘Ohana (Family)
- Ha’aheo (Pride)
- Ho’ihi (Respect)
- Kuleana (Responsibility)
- Lualima (Cooperation)
- Imi ‘Ike (To seek knowledge)
- Olakino Maika’i (Healthful living)
- Na’auao (A deep sense of enlightened knowledge/justice)

Mission Statement: Why do we exist? What is the purpose of the school?

To prepare self-directed, self-aware, college-ready learners who will embrace the challenges of obstacles, experience the pride of perseverance and accomplishments, and demonstrate the strength of ‘ohana and community.

“The school community at Kamaile Academy believes that this school must foster in each child, from pre-school through 12th grade, an intrinsic drive toward achievement and betterment, enabling youth to become self-directed learners. Throughout this process of growth, the school also seeks to instill in each child a self-awareness of his or her own academic, social, emotional, and physical growth. In a community that has experienced years of academic underachievement, college-readiness has become the clear marker by which teachers, staff, and families will measure the school’s success. There are daunting challenges in the community and rather than trying to separate the child from this environment, the school looks to develop the ability of students to embrace the obstacles in life as opportunities for growth. In this way, each child experiences the pride that comes with perseverance and eventual success. All the while Kamaile promotes the strength and support that can be found in family and community.” (Source: Kamaile Academy Accreditation Self Study)

As part of its reaccreditation process, Kamaile began a self-study on September 12th that included a Vision & Mission statement review. Through the Vision & Mission statement review process it was determined that although our Vision & Mission still painted a picture of why we exist, the purpose of Kamaile and where we want to go, there was something missing to show our focus and value in Hawaiian Culture Based Education as a Hawaiian Focused charter school. The revised vision & mission statements are awaiting board approval (Jan. 2019)

Revised Mission Statement:

To Prepare culturally-aware, self-directed, college ready learners who embrace the challenges of obstacles, experience the pride of perseverance and accomplishments, and demonstrate the strength of pono values.

Vision: Where Do We Want To Go? How will it look, sound, and feel if our mission is achieved?

Where learning leads to endless opportunities and infinite worth

“The school community of Kamaile Academy deliberately chooses to focus on the talents, potential, and culture each of our students possesses. Faculty, staff, families, and community members are bound by the belief that education is the path by which those positive assets of our children will lead to endless opportunities for their future and the realization of each individual’s infinite worth.” (Source: Kamaile Academy’s Accreditation Self Study)

Revised Vision:

At Kamaile Academy Haumāna learn, grow, and develop into resourceful community contributors, embodying cultural pride, achievement, and pono values.

B. Describe the school’s demographics and community. We *highly recommended* that you [download & use these data tables \(excel\)](#) and refer to the article “[Who we are: Demographics](#)”. Copy and past your school’s rich and comprehensive demographic data below.

Kamaile Academy is a PreK-12 Hawaiian focused, Arts integrated public conversion charter school that embraces all the cultures of our children with the emphasis on the Hawaiian culture being the piko (the center). Our students learn about Hawaiian values, customs, traditions, music, legends, and language. Students are engaged through rigorous study, the arts, and project-based learning. Kamaile Academy is a Ho‘okāko‘o Corporation public conversion charter school located on the Wai`anae coast of O‘ahu and is the largest public charter school in Hawai‘i. Kamaile Academy converted from a K-6 DOE school to a public charter school in

2007 with a vision on delivering Hawaiian cultural based education imbedded throughout its curriculum in grades PK-12 (Source: Kamaile Elementary School 2005 Detailed Implementation Plan). Kamaile currently serves approximately 910 students in grade PK-12 with a renewed commitment to Hawaiian-focused cultural based education for our students.

Kamaile is located in an area that is among the most economically disadvantaged communities in the state and has the largest proportion of at-risk children (38.1%) compared to other communities in the state (see table 1). Residents of Wai`anae are more likely to be low-income or receiving public assistance (23.4%) than elsewhere in the state (11.2%). At Kamaile, approximately 90% of students are economically disadvantaged and many students struggle with lack of housing, or reside in overcrowded conditions with other families, placing them near homelessness. Kamaile currently has students identified as homeless or residing in emergency/transitional housing and receiving additional support as per the McKinney Vento Act. Several government-backed housing projects located near Kamaile significantly increases Kamaile Academy’s transient student population (i.e. Pai’olu Kai’aulu – A 300 bed emergency shelter which shelters approximately 100 children).

Table 1: Wai`anae Community Profile

Community Profile	Wai`anae	State of Hawai`i
Per Capita Income	\$17,209	\$29,203
Families with children under 18 below poverty level	25.6%	10.8%
Families with children under 5 below poverty level	32.6%	11.9%
Unemployment Rate	13.8%	6.4%

Source: US Census, 2010

The lack of basic needs for our students clearly impacts their learning potential. Kamaile Academy’s response to supporting the whole child is the development of a student support services center system. Kamaile’s Navigators’ Center supports the whole child by providing student activities, family programming, comprehensive health support, and community connections.

The student body is highly transient, especially in the elementary program (see table 2). Classroom teachers and their students are challenged to develop relationships with new students as they enter and assess and respond appropriately to their instructional and social/emotional needs. Teachers must adjust their learning environment to new students coming in and also to students who leave, which can seriously impact learning groups and peer or collaborative work habits.

Table 2: Enrollment Mobility

School Year	# of Admissions	# of Withdrawals
2016-2017	215	255
2017-2018 (from 8/7/17 to 5/31/18)	187	275

Kamaile Academy’s student body reflects the ethnic composition of the community it serves which is

predominantly that of Pacific Islanders, with its largest ethnic group being Native Hawaiians (58.77%) – see table 3 for entire list of ethnicities. Thirteen percent (14%) of Kamaile Academy’s students are eligible for special education services and seven percent (6%) receive ELL services.

Table 3: Enrollment List of Ethnicities

Race	Percent of Enrollment 2018-2019 (as of 11/2018)
American Indian or Alaska Native	.99%
Black	2.19%
Chinese	.66%
Filipino	6.47%
Guamanian	.22%
Hispanic	2.19%
Indo-Chinese	.22%
Japanese	2.41%
Micronesian	7.46%
Native Hawaiian	58.77%
Other Pacific Islander	1.64%
Pacific Islander 2 or more	.11%
Portuguese	2.30%
Samoan	5.48%
Tongan	1.21
White	7.24
Multiple	.44%

School data shows a critical need for programs that prepare Waianae children to be ready for kindergarten and to support them once they have entered (see table 4). Through a Federal PK Grant, Kamaile was able to expand learning opportunities to include 2.5 preschool classes that serve approximately 45 students (1 class in SY16-17 and 1.5 classes added in SY17-18). Kamaile is in its final year of a 3 year grant and is hoping to continue its PK learning opportunities to help close the gap in literacy achievement and increase school readiness.

Table 4: Entering Kindergarten DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Data

Letter Naming Fluency	Students needing “Intensive” Support (At Risk)	Students needing “Strategic” Support (Some Risk)	Students needing “Core” Support (Low Risk)

BOY 2014-2015	83%	3%	14%
BOY 2015-2016	81%	6%	13%
BOY 2016-2017	80%	7%	14%
BOY 2017-2018	76%	12%	11%

Kamaile Academy is also challenged with low attendance rates (see table 5) that consistently fall below the state benchmark of 95%. Kamaile’s PK and elementary students have the lowest daily average attendance rates while the middle and high school rates come close to or exceed the state benchmark (see table 6). Kamaile also struggles with students who are chronically absent (absent 15 days or more). The schoolwide average chronic absentee rate in 2016 was 37%, which is more than double the state rate of 15%. Increasing student achievement is difficult when students are not in school.

To address chronic absenteeism and to help increase daily average attendance rates, Kamaile is utilizing Title I Comprehensive Support and Improvement Funds to support the development and implementation of an Increasing Student Attendance (ISA) system. The main goal of the ISA system is to promote positive school and family connections to help prevent excessive absences before they occur. Kamaile’s ISA system includes:

- Sound and reasonable attendance policies with consequences for missing school
- Early interventions, especially with elementary students and their families
- Targeted interventions for students with chronic attendance problems, such as truancy reduction programs – both school and community based
- Strategies to increase engagement and personalization with students and families that can affect attendance rates

In SY2017-2018 Kamaile developed and began implementation of its ISA system. As a result, Kamaile saw a slight increase in its daily average attendance rate from 90.78% to 91.32% and a significant decrease in its chronic absent rate from 36% to 27% (see table 7).

Table 5: Kamaile Academy’s Daily Average Attendance Rate

Attendance	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Attendance	89.62%	89.88%	90.78%	91.32%	91.57%

Table 6: Kamaile’s Daily Average Attendance Rate by Grade Level

Grade	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Pre-K Age 3	74.95%	53.70%	100.00%	82.00%	80.17%
Pre-K Age 4	79.78%	80.53%	88.68%	87.92%	87.63%
Kindergarten	85.80%	85.89%	87.57%	89.21%	88.60%
1 st Grade	87.93%	84.30%	87.89%	88.97%	90.46%
2 nd Grade	88.17%	88.85%	88.00%	89.52%	90.27%
3 rd Grade	88.60%	88.86%	89.14%	89.64%	90.82%
4 th Grade	89.47%	89.52%	88.88%	89.81%	91.22%
5 th Grade	89.67%	90.72%	87.35%	90.36%	89.75%
6 th Grade	90.41%	90.99%	90.79%	89.67%	90.83%

7 th Grade	94.11%	92.04%	98.43%	97.61%	97.89%
8 th Grade	94.07%	94.91%	98.05%	95.93%	94.67%
9 th Grade	91.58%	94.62%	97.90%	97.81%	97.27%
10 th Grade	90.27%	93.52%	98.23%	95.75%	93.41%
11 th Grade	94.74%	90.29%	97.74%	97.45%	96.19%
12 th Grade	94.31%	93.22%	96.55%	97.92%	94.94%
SpEd-Over Age		93.59%	99.71%		100.00%
SpEd-Over Age 20				99.21%	
SpEd-Over Age 21					100.00%
Pre-K Age 2			91.95%		

Table 7: Kamaile Academy’s Chronically Absent Rate

2016	2017	2018
37%	36%	27%

Faculty and Staff:

Kamaile continues its efforts in recruiting and retaining highly qualified teachers and at the end of SY17-18 Kamaile’s teacher retention rate increased from 77.21% to 86.25% (see table 8). However, Kamaile’s ability to retain HQ teachers is still a challenge (see table 9). Kamaile loses about a fifth of our faculty every year and the pool of experienced/veteran teachers to recruit from is limited. Fifty one percent of Kamaile teachers have 5 years of experience or fewer and of the 51%, 42% of them have less than 3 years of teaching experience. Classroom observation data from administration Instructional Focus Walks (IFW) show that on a scale from 1 to 4 (1=not observable to 4=clearly observable), the K-12 average score in each of the 4 indicators of effective instruction was less than 3 (see table 10).

Table 8: Kamaile Teacher Retention

School Year	Total Staff	# of Staff that Left	Teacher Retention Rate
15-16	72	20	72.22%
16-17	78	17	78.21%
17-18	80	11	86.25%

Table 9: Kamaile Hawaii Qualified Teacher Rate

School Year	BOY	EOY
2014-2015	72.86%	87.14%
2015-2016	72.13%	83.61%
2016-2017	56.82%	61.36%
2017-2018	34.67%	52%

Table 10: Administration Instructional Focus Walk Average Score

Focus Indicator of Effective Instruction	Average Score SY17-18	
	Semester 1	Semester 2
Conceptual Learning	2.74	2.68
Clear Purpose	2.70	2.83
Question & Discussion	2.54	2.60
Environment & Differentiation	2.78	2.78

Kamaile recognizes the challenges that come with employing new teachers with little to no teaching experience. Kamaile offers teacher mentoring (Kamaile Academy Teacher Support System - KATSS), professional development, teacher collaboration time (PLCs) and instructional coaching to support teachers and improve teacher effectiveness. During the most recent data collection by The BERG Group (2018), 56% of the classrooms observed were aligned to powerful teaching and learning. This percentage is above the STAR average for classrooms (48%).

III. DATA PROFILE: REVIEW DATA AND CREATE DATA STATEMENTS

Overview: In this section, focus on the most relevant data observations (BIG HEADLINES) by making data statements for each of the four measures of data: A) Demographic, B) Student Learning, C) Perception, and D) Programs and Processes.

→ **What is a data statement?** A data statement is an observation of the information you are reviewing from various data sources. It answers the question “*What is the data SHOWING us?*”. It does not offer a solution nor does it describe a cause or lay blame.

Directions: Include only data charts and tables that have been titled with data statement headlines in the summary sections below. Other tables and charts can be included in the **appendix 1** as reference. As you make your data statements which answer the question “What is the data SHOWING us?”, you can also classify your data observation statement as a strength or challenge in the tables for each section. Lastly, as you review the data sources, make note of any additional data you need to find and analyze.

A. DEMOGRAPHIC DATA SUMMARY:

Demographic Data Overview:

Answer the question “*Who are we?*” by examining longitudinal demographic data. Demographic data provides descriptive information about the school community, such as enrollment, attendance, grade level, ethnicity, gender, and native language.

- [Download & use these data tables \(excel\)](#); article: [Who we are: Demographics](#)

Recommended Guiding Questions for Demographic Data Review

- How many students are enrolled this year?
- How has enrollment changed over the past five years? (by subgroup and overall)
- What is the student absentee rate?
- What percentage of the students currently at the school are fluent speakers of languages other than English, and are there equal number of males and females?
- What is the total FTE count of teachers in your school?
- How many teachers have been teaching 0-3 years?
- How many teachers have been teaching 4-8 years?
- How many teachers have been teaching 9-15 years?
- How many teachers have been teaching more than 15 years?
- Indicate the total number of days for teacher absences due to professional learning or professional meetings.
- Indicate the total number of days for teacher absences due to illness.
- Indicate the total number of days School Leader was out of the building due to illness and/or trainings.

COPY/PASTE TABLES AND CHARTS THAT HAVE BEEN TITLED WITH DATA STATEMENT HEADLINES HERE

Student Enrollment

Schoolwide Student Enrollment

SY14-15	SY15-16	SY16-17	SY17-18	SY18-19 (as of 11/29)
907	866	870	880	912

Student Enrollment by Grade

Grade Level	SY2010-2011	SY2011-2012	SY2012-2013	SY2013-2014	SY2014-2015	SY2015-2016	SY2016-2017	SY2017-2018 (EOY)	SY2018-2019 (as of 11/18)
PreK	17	10	4	9	10	10	27	53	49
K	131	114	106	111	66*	85	109	92	93
1	115	117	117	117	116	62	88	103	95
2	107	121	104	113	122	112	56	71	103
3	104	114	117	101	124	105	111	58	75
4	85	101	115	101	104	113	99	96	60
5	93	85	102	104	101	104	116	94	99
6	105	111	83	96	104	100	101	101	102
7	56	44	47	53	55	48	50	45	50
8	46	48	43	35	40	39	44	47	49
9	30	32	49	24	39	47	47	37	44
10	N/A	19	29	36	30	36	33	40	36
11	N/A	N/A	18	20	36	23	27	21	33
12	N/A	N/A	N/A	8	22	32	19	21	22
Total	872	906	930	928	969	916	927	879 (1 Sped-over age not included)	910 (2 Sped-over age not included)

Student Enrollment by Race

Race	Percent of Enrollment 2012-2013	Percent of Enrollment 2014-2015	Percent of Enrollment 2015-2016	Percent of Enrollment 2016-2017 (as of 11/10/16)	Percent of Enrollment 2017-2018 (as of 11/2017)	Percent of Enrollment 2018-2019 (as of 11/2018)
American Indian or Alaska Native	1.64%	.075%	.98%	.98%	.66%	.99%
Black	1.86%	2.45%	1.97%	1.86%	1.86%	2.19%
Chinese	.55%	.053%	.87%	.88%	1.31%	.66%
Filipino	6.91%	7.47%	7.31%	7.33%	6.46%	6.47%
Guamanian	N/A	.021%	.22%	.22%	.22%	.22%

Hispanic	3.62%	2.67%	2.62%	2.84%	2.74%	2.19%
Indo-Chinese	.22%	.032%	.33%	.55%	.33%	.22%
Japanese	1.32%	1.71%	1.31%	1.86%	2.41%	2.41%
Micronesian	7.89%	9.71%	10.70%	10.28%	9.64%	7.46%
Native Hawaiian	58.88%	53.79%	53.82%	51.53%	55.42%	58.77%
Other Pacific Islander	.99%	1.28%	1.42%	1.53%	1.75%	1.64%
Pacific Islander 2 or more	.11%	N/A	N/A	N/A	.11%	.11%
Portuguese	.99%	2.13%	2.07%	2.19%	2.19%	2.30%
Samoan	6.58%	6.72%	6.44%	7.22%	4.93%	5.48%
Tongan	1.10%	1.17%	1.20%	1.20%	1.31%	1.21
White	6.25%	7.58%	7.42%	7.99%	7.78%	7.24
Multiple	1.10%	1.28%	1.20%	1.53%	.88%	.44%

Enrollment by IDEA:

SY14-15	SY15-16	SY16-17	SY17-18	SY18-19 (as of 11/29)
13.89%	13.86%	13.79%	13.41%	13.71%

Enrollment by ELL:

SY14-15	SY15-16	SY16-17	SY17-18	SY18-19 (as of 11/29)
6.48%	6.70%	6.44%	6.93%	6.25%

Enrollment by Gender:

Gender	SY14-15	SY15-16	SY16-17	SY17-18	SY18-19 (as of 11/29)
Female	50.61%	49.88%	48.85%	48.18%	47.07%
Male	49.39%	50.12%	51.15%	51.82%	52.30%

Enrollment Mobility

School Year	# of Admissions	# of Withdrawals
2016-2017	215	255
2017-2018 (from 8/7/17 to 5/31/18)	187	275

Grade Level	# of Students Chronically Absent (15 or more absences)	
	SY17-18	SY18-19 (as of 11/29/18)
PreK3	2	1
PreK4	27	6
Kindergarten	45	12
1 st Grade	44	9
2 nd Grade	29	9
3 rd Grade	27	7
4 th Grade	45	5

5 th Grade	42	12
6 th Grade	41	9
7 th Grade	4	0
8 th Grade	7	3
9 th Grade	4	2
10 th Grade	8	2
11 th Grade	1	0
12 th Grade	0	1

Student Attendance

Schoolwide Attendance:

Attendance	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Attendance	89.62%	89.88%	90.78%	91.32%	91.57%

Source: State Longitudinal Data System

Student Attendance by Grade Level:

Grade	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Pre-K Age 3	74.95%	53.70%	100.00%	82.00%	80.17%
Pre-K Age 4	79.78%	80.53%	88.68%	87.92%	87.63%
Kindergarten	85.80%	85.89%	87.57%	89.21%	88.60%
1st Grade	87.93%	84.30%	87.89%	88.97%	90.46%
2nd Grade	88.17%	88.85%	88.00%	89.52%	90.27%
3rd Grade	88.60%	88.86%	89.14%	89.64%	90.82%
4th Grade	89.47%	89.52%	88.88%	89.81%	91.22%
5th Grade	89.67%	90.72%	87.35%	90.36%	89.75%
6th Grade	90.41%	90.99%	90.79%	89.67%	90.83%
7th Grade	94.11%	92.04%	98.43%	97.61%	97.89%
8th Grade	94.07%	94.91%	98.05%	95.93%	94.67%
9th Grade	91.58%	94.62%	97.90%	97.81%	97.27%
10th Grade	90.27%	93.52%	98.23%	95.75%	93.41%
11th Grade	94.74%	90.29%	97.74%	97.45%	96.19%
12th Grade	94.31%	93.22%	96.55%	97.92%	94.94%
SpEd-Over Age		93.59%	99.71%		100.00%
SpEd-Over Age 20				99.21%	
SpEd-Over Age 21					100.00%
Pre-K Age 2			91.95%		

Source: State Longitudinal Data System

Current School Year (18-19) - Total # of Absences by Grade Level as of 11/29/2018

Grade Level	Total # of Absences
PreK3	47
PreK4	370
Kindergarten	709
1 st Grade	628
2 nd Grade	689
3 rd Grade	487
4 th Grade	389
5 th Grade	726

6 th Grade	724
7 th Grade	79
8 th Grade	184
9 th Grade	103
10 th Grade	148
11 th Grade	73
12 th Grade	80

Source: State Longitudinal Data System

Chronically Absent Rate

2016	2017	2018
37%	36%	27%

Source: Strive HI Report

Grade Level	# of Students Chronically Absent (15 or more absences)	
	SY17-18	SY18-19 (as of 11/29/18)
PreK3	2	1
PreK4	27	6
Kindergarten	45	12
1 st Grade	44	9
2 nd Grade	29	9
3 rd Grade	27	7
4 th Grade	45	5
5 th Grade	42	12
6 th Grade	41	9
7 th Grade	4	0
8 th Grade	7	3
9 th Grade	4	2
10 th Grade	8	2
11 th Grade	1	0
12 th Grade	0	1

Source: State Longitudinal Data System

Schoolwide Discipline

School Incident Summaries	SY16-17		SY17-18	
	# of Students/ Incidents	% of All Students	# of Students/ Incidents	% of All Students
School Enrollment	891	N/A	860	N/A
Number of Incidents	1073	N/A	1485	N/A
Number of Students Contributing to Total Incidents Above	274	30.75% (has received at least 1 referral)	332	38.60% (has received at least 1 referral)
Number of Repeat Offenders	169	18.97%	201	23.37%
# of Students Contributing to incidents				
Students w/0 Incidents	617	69.25%	528	61.40%
Students w/ 1 Incident	105	11.78%	131	15.23%
Students w/ 2-5 Incidents	114	12.79%	121	14.07%
Students with 6+ Incidents	55	6.17%	80	9.30%

Number of Students Contributing to Incidents by Eligibility

	SY2016-2017			SY2017-2018		
	# of Students	% of Enrollment	% of Students w/ Incidents	# of Students	% of Enrollment	% of Students w/ Incidents
504 Eligible	4	.45%	1.46%	10	1.16%	3.01%
IDEA Eligible	50	5.61%	18.25%	64	7.44%	19.28%

Regular Students	220	24.69%	80.29%	258	30.00%	77.71%
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School Incidents by Problem Behaviors			
SY2016-2017		SY2017-2018	
1) D: Disruption	330	1) D: Disruption	596
2) D: Disrespect/Non-compliance	313	2) D: Disrespect/Non-compliance	399
3) D: Physical Contact	238	3) D: Physical Contact	391

Grade	Number of Students w/ Verified Offenses	% Total Enrollment
Kindergarten	14	1.63%
Grade 1	29	3.37%
Grade 2	22	2.56%
Grade 3	18	2.09%
Grade 4	57	6.63%
Grade 5	43	5.00%
Grade 6	57	6.63%
Grade 7	16	1.86%
Grade 8	30	3.49%
Grade 9	12	1.40%
Grade 10	16	1.86%
Grade 11	9	1.05%
Grade 12	7	.81%

Disciplinary Action	Number of Students w/ Verified Offenses	% Total Enrollment
Conference w/ Student	0	0.00%
Correction and Conference w/ Student	0	0.00%
Correction and Warning	0	0.00%
Detention	10	1.16%
Disciplinary Transfer	0	0.00%
Dismissal	0	0.00%
Individualized Instruction	0	0.00%
In-School Suspension	80	9.30%
Interim Alt. Ed Setting	0	0.00%
Loss of Privileges	98	11.40%
Other	143	16.63%
Parent Conference	1	.12%
Referral to Alt Ed Program	0	0.00%
Restitution	4	.47%
Saturday School	0	0.00%
Suspension	94	10.93%
Time Away from Class/Activity	0	0.00%

Staff Demographics

Staff	#
Administrators	1 Principal & 3 Vice Principals
Other Support Staff (Clerks, Custodians, Health Aide, Navigators' Center, Registration, Bus. Manager,	27

meal trackers & playground supervisors)		
Full Time Teachers	General Ed	2 (PK) 30 (K-6 th) 13 (7 th -12 th)
	Special Ed	2 (PK) 1 (PK FSC) 14 (K-12 th)
	ELL	2
	Counselors	4
	Coaches	3
	Other:	1 (Curr Coord) 1 (Dean) 4 (Explo) 2 (Instructional Specialist) 2 (Prog. Mang.)
PTTs	3	
PPTs	20	
Educational Assistants	20	
Other:	1 (IT) 1 (Speech) 1 (SBBH) 1 (Social Worker/Social Services)	

Grade/Group	Student to Teacher Ratio
K	18.8:1
1	18.8:1
2	19.4:1
3	19:1
4	19:1
5	24.5:1
6	24.25:1
K-2	19:1
3-6	21.87:1
Middle School (7/8)	24:1 (Homeroom)
High School (9-12)	14.5:1 (Homeroom)

Note: Secondary student to teacher ratio varies – depending on subject & grade

Teacher Retention

School Year	Total Staff	# of Staff that Left	Teacher Retention Rate
15-16	72	20	72.22%
16-17	78	17	78.21%
17-18	80	11	86.25%

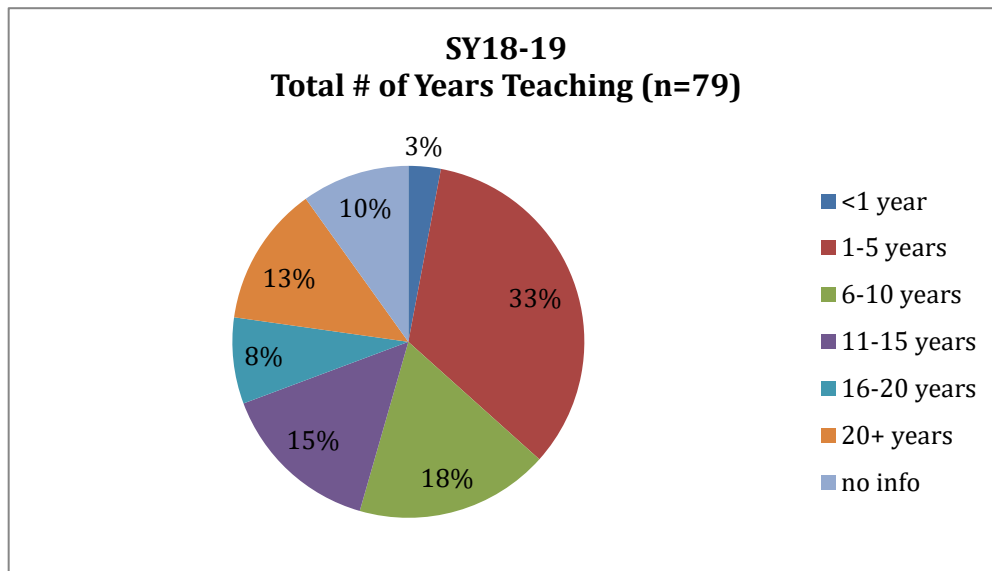
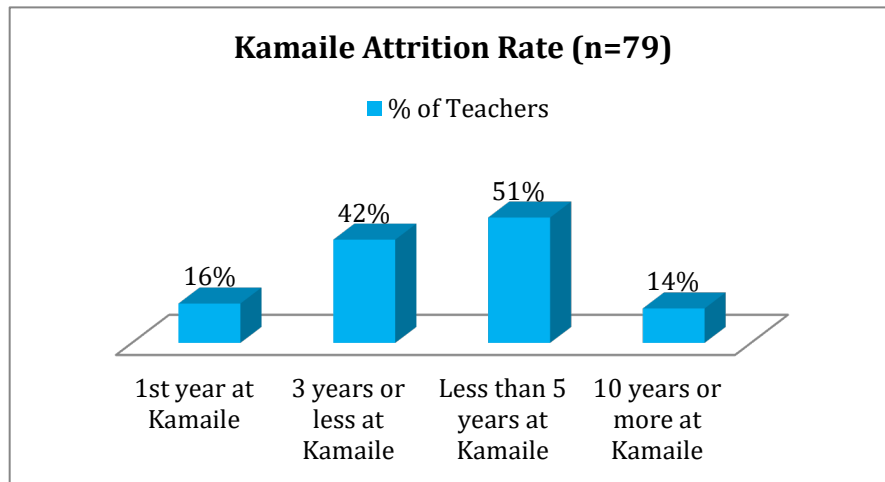
Teacher Attrition

Teaching at Kamaile	# of teachers	% of teachers
1st year at Kamaile (SY18-19)	13	16%
3 years or less at Kamaile	33	42%
less than 5 years at Kamaile	40	51%

10 years or more at Kamaile

11

14%



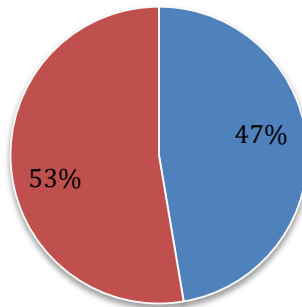
Hawaii Qualified Teachers (HQT)

Beginning of Year (BOY) to End of Year (EOY) Trend in HQ Teachers & Subjects

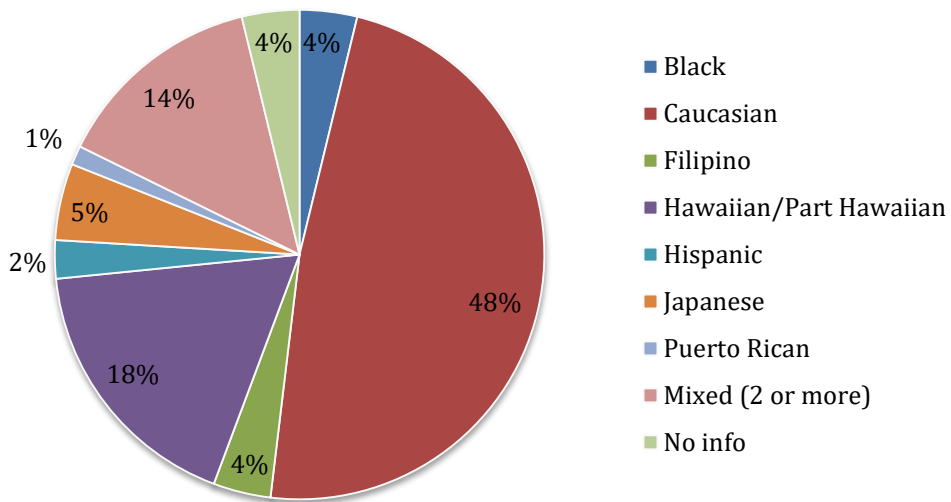
School Year	BOY	EOY
2014-2015	72.86%	87.14%
2015-2016	72.13%	83.61%
2016-2017	56.82%	61.36%
2017-2018	34.67%	52%

**SY18-19
% of Teachers HQ and NHQ**

■ NHQ ■ HQ



SY18-19 Teacher Race (n=79)



Race	# of Teachers (n=79)	% of Teachers
Black	3	4%
Caucasian	38	48%
Filipino	3	4%
Hawaiian/Part Hawaiian	14	18%
Hispanic	2	3%
Japanese	4	5%
Puerto Rican	1	1%
Mixed (2 or more)	11	14%
No info	3	4%

DEMOGRAPHIC DATA STATEMENTS

STRENGTHS

- Percent of referrals from 2016-2017 to 2017-2018 went down from 11.34% to 10/93%
- 76.6% of students have 0-1 referrals
- 7th-12th grade daily average attendance rates are mostly approaching or on track to benchmark
- SW Student Chronic absent rate decreased (36% to 27%)
- School-wide daily average attendance rate has increased from 89.62% in SY14-15 to 91.32% in SY17-18
- Teacher retention rate increased from 72.22% (SY15-16) to 78.21% (SY16-17) to 86.25% (SY17-18)
- 64% of teachers have been teaching 6 or more years
- Only 3% of teachers have been teaching less than 1 year
- The % of HQ teachers increases from the BOY to the EOY

CHALLENGES

- Grades 5, 6 & K have the highest absences for far for SY18-19 (Gr. 5: 726; Gr. 6: 724 & K: 709)
- Kindergarten & 5th grade have the highest chronically absent students so far in SY18-19 (K & 5th grade have 12 students each that are chronically absent)
- Continuous annual decrease in HQ teachers & subjects (87.12% in SY14-15 to 52% in SY17-18)
- % of repeat offenders increased from 18.96% SY16-17 to 23.37% in SY17-18
- Kamaile suspensions not consistent to the RTI behavior model (i.e. Tier 3 should be 1-5%, KAPCS is at 10.93%)
- Top behavior is disruption (in class)
- % of students with 6+ incidents increased from 6.17% to 9.3%
- Almost half of our teachers are NHQ (47%)
- 48% of teachers are white, but only 7% of students are white
- 58% of students are Native Hawaiian, but only 18% of teachers are Native Hawaiian

ADDITIONAL DATA NEEDED

- Effectiveness of consequences for behavior (i.e. suspensions) & intervention implementation data (teachers)
- Teacher & staff home state affiliation (how many are “local”)
- What alternatives are offered for disciplinary actions taken?

B. STUDENT LEARNING DATA SUMMARY:

Student Learning Data Overview:

Answer the question “*How are our students doing?*” by synthesizing student learning data in all subject areas, disaggregated by all student groups, by grade levels, and by following the same group of students (cohorts) over time and looking at individual student growth.

- **Diagnostic assessments:** Universal Screeners, STAR, DIBELS, etc.
- **Formative assessments:** Common Core formative assessments, DIBELS, etc.
- **Summative assessments:** Course exams, Curriculum Summatives, NWEA, SBAC, STAR, ACT Explore, etc.
- Other assessments

Recommended Guiding Questions for Student Learning Data Review

- Which content areas indicate the highest level of student achievement?
- Which content areas show a positive trend in performance?
- In which content areas is student achievement above the state targets of performance?
- What trends do you notice among the top 30 percent of students in each content area?
- Which content area(s) indicate the lowest levels of student achievement?
- Which content areas show a negative trend in achievement?
- In which content areas is student achievement below the state targets for performance?
- What trends do you notice among the bottom 30% of students in each content area?
- Are students’ standardized test scores consistent with other means of assessment (formative assessments, embedded curriculum, etc)?

Subgroup Student Achievement

- Which subgroups show a trend toward increasing overall performance?
- Which subgroups show the achievement gap closing? In what content areas?
- What other data supports these findings?
- Which subgroups show a trend toward decreasing overall performance?
- Which subgroup is the achievement gap becoming greater?
- In what content areas is the achievement gap greater for these subgroups?
- How do you know the achievement gap is becoming greater?
- How is each of the English Language Learners demographics achieving in comparison to the school aggregate?

COPY/PASTE TABLES AND CHARTS THAT HAVE BEEN TITLED WITH DATA STATEMENT HEADLINES HERE

Smarter Balanced Assessment

ELA SBA Schoolwide Proficiency		
SY2015-2016	SY2016-2017	SY2017-2018
22%	21%	21%

Math SBA Schoolwide Proficiency		
SY2015-2016	SY2016-2017	SY2017-2018
11%	9%	8%

ELA & Math SBA Proficiency Rate by Grade Level		
Grade	ELA % Rate	Math % Rate
3	10.71%	5.45%
4	6.45%	1.06%
5	15.96%	10.64%
6	23%	7.07%
7	40.91%	2.27%
8	19.05%	4.55%
11	44.44%	26.32%

% Proficient or Above on SBA				
	ELA		Math	
IDEA	n=61	1.64%	n=61	0%
ELL	n=29	0%	n=27	0%

SY17-18 SBA Claims by Grade Level ELA % Near/At & Above				
Grade	Claims			
	Listening & Speaking	Reading	Research/Inquiry	Writing
3	55.36%	25%	25%	32.14%
4	50.54%	27.96%	26.88%	32.26%
5	48.94%	48.94%	35.11%	41.49%
6	66%	48%	62%	45%
7	70.45%	56.82%	63.64%	75%
8	59.52%	40.48%	50%	30.95%
11	88.89%	72.22%	72.22%	77.78%

SY17-18 SBA Claims by Grade Level Math % Near/At & Above			
Grade	Claims		
	Communicating Reasoning	Concepts & Procedures	Problem Solving
3	36.36%	10.91%	29.09%
4	13.83%	8.51%	32.98%
5	40.43%	24.47%	44.68%
6	35.35%	24.24%	46.46%
7	56.82%	15.91%	34.09%
8	39.53%	9.3%	16.28%
11	68.42%	26.32%	52.63%

HSA Science Schoolwide Proficiency		
SY15-16	SY16-17	SY17-18
16.34%	14.5%	8.76%

HSA Science Proficiency by Grade Level			
Grade	SY15-16	SY16-17	SY17-18
4	13.91%	16.09%	10.64%
8	23.68%	11.36%	4.65%

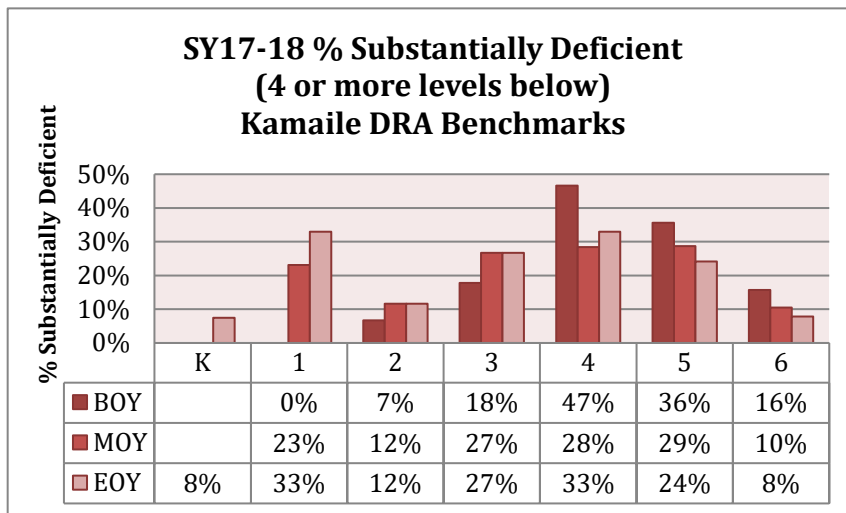
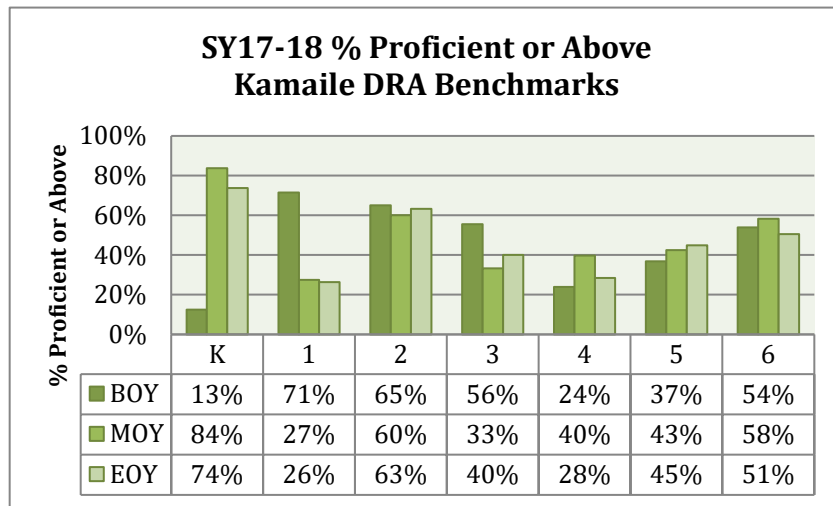
# of Days Absent (Student prior year absences)																					
ELA	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20 +
Exceeded Standard	2	1				2			2	2			2					1			1
Met Standard	10	3	4	8	6		6	3	3		1	1	1	1	1	2		1	1	1	8
Nearly Met Standard	5	3	1	5	6	3	3	2	3	4	4	8		3		2	1	2	2	1	19
Not Met Standard	11	8	14	7	6	11	13	5	15	11	15	7	8	5	7	3	7	4	7	3	82

# of Days Absent (Student prior year absences)																					
Math	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20 +
Exceeded Standard						1			2	2				1		1					
Met Standard	3	1		3	1	1	3	1	4	1		1		1					1		3
Nearly Met Standard	9	3	3	5	9	3	3	4	3	4	3	4	3	2	1	2	1	3		1	16

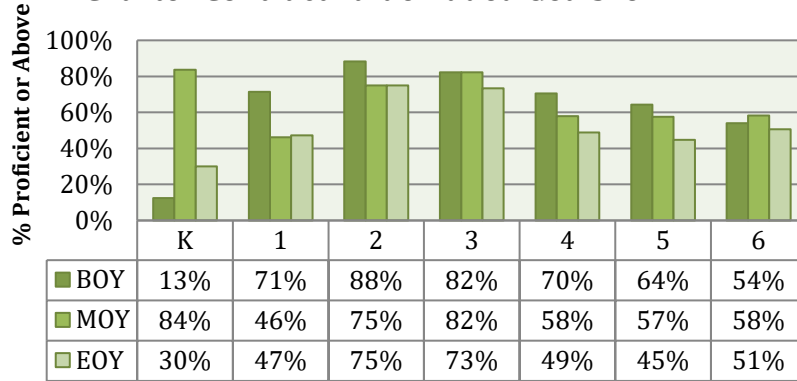
Not Met Standard	16	11	16	12	8	11	16	6	14	10	17	11	8	5	7	4	7	5	9	4	90
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# of Days Absent (Student prior year absences)																					
Science	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20 +
Exceeds																					
Meets	1								4	2		2		2	1		1				2
Approaches	1	4	2	2	2	3	4		2	1	3	1	2	1	2	3			2		14
Well Below	4	1	6	2	3	3	3	2	4	3	5	1	4	1			3	1	3	2	23

Developmental Reading Assessment (DRA)



**SY17-18 Interim Academic Target
Charter Contract Value Added Goals for DRA**



SY18-19 BOY DRA (not value added benchmarks)	
Grade	% On or Above Benchmark
K	22%
1	66%
2	47%
3	54%
4	32%
5	35%
6	52%

DRA and SBA Correlation

Odds of scoring proficient or above (Level 3 or 4) on the SBA when reading two or more levels below target (Below Basic or Substantially Deficient) on the DRA at the end of the year:	Odds of scoring proficient or above (Level 3 or 4) on the SBA when reading on or above grade level on the DRA at the end of the year:
≤ Level 30 at the end of 3rd Grade	≥ Level 38 at the end of 3rd Grade
0 out of 22, 0%	5 out of 18 scored Level 3 or 4 (28%) 5 scored Level 2 8 scored Level 1
≤ Level 34 at the end of 4th Grade	≥ Level 40 at the end of 4th Grade
0 out of 46, or 0%	5 out of 30 scored Level 3 or 4 (17%) 18 scored Level 2 13 scored Level 1
≤ Level 38 at the end of 5th Grade	≥ Level 50 at the end of 5th Grade
0 out of 35, or 0%	13 out of 37 scored Level 3 or 4 (35%) 12 scored Level 2 13 scored Level 1
≤ Level 40 at the end of 6th Grade	≥ Level 60 at the end of 6th Grade
0 out of 6, or 0%	11 out of 25 scored Level 3 or 4 (44%) 12 scored Level 2 2 scored Level 1

Dynamic Indicators of Early Basic Literacy Skills

DIBELS								
		SY16-17			SY17-18			SY18-19
Grade	Need for Support	BOY	MOY	EOY	BOY	MOY	EOY	BOY

K	Core	14%	7%	21%	12%	3%	10%	10%
	Strategic	7%	14%	17%	13%	9%	9%	14%
	Intensive	79%	79%	62%	765	88%	81%	76%
1	Core	16%	17%	24%	225	10%	10%	14%
	Strategic	27%	17%	27%	19%	17%	23%	17%
	Intensive	57%	66%	49%	58%	74%	66%	69%
2	Core	11%	8%	13%	23%	19%	18%	10%
	Strategic	16%	25%	22%	30%	30%	28%	19%
	Intensive	73%	68%	65%	48%	51%	54%	71%
3	Core	10%	9%	10%	13%	6%	16%	30%
	Strategic	20%	15%	13%	23%	26%	25%	26%
	Intensive	70%	76%	77%	64%	68%	59%	43%
4	Core	12%	9%	15%	11%	9%	11%	21%
	Strategic	13%	18%	18%	11%	10%	12%	13%
	Intensive	74%	73%	67%	78%	81%	78%	66%
5	Core	20%	18%	12%	18%	18%	15%	10%
	Strategic	13%	18%	12%	16%	18%	16%	20%
	Intensive	67%	64%	65%	67%	63%	68%	71%
6	Core	24%	21%	18%	21%	26%	25%	19%
	Strategic	18%	14%	20%	16%	11%	15%	17%
	Intensive	58%	65%	61%	63%	63%	60%	63%
K-6	Core	16%	13%	18%	17%	16%	18%	16%
	Strategic	16%	17%	18%	18%	16%	18%	18%
	Intensive	68%	71%	64%	65%	715	68%	66%

DIBELS Improvement Rate		
Grade	% of Students w/ Growth	
	16-17	17-18
K	91%	79%
1	91%	98%
2	81%	59%
3	69%	83%
4	94%	89%
5	61%	60%
6	47%	67%

DRA and SBA Correlation	
Odds of scoring proficient or above (Level 3 or 4) on the SBA when needing Intensive support on Oral Reading Fluency (ORF) at the end of the year: ≤ 100 words/minute at the end of 3rd grade	Odds of scoring proficient or above (Level 3 or 4) on the SBA when needing Core support on Oral Reading Fluency (Daze - comprehension) at the end of the year: ≥ 123 words/minute at the end of 3rd grade
1 out of 30, or 3%	2 out of 9 scored level 3 or 4 (22%) 3 scored level 2 4 scored level 1 Daze 1/1 (100%)
≤ 124 words/minute at the end of 4th grade	≥ 144 words/minute at the end of 4th grade
1 out of 72, or 1%	1 out of 9 scored level 3 or 4 (11%) 3 scored level 2 5 scored level 1 Daze 2/8 (25%)
≤ 132 words/minute at the end of 5th grade	≥ 155 words/minute at the end of 5th grade
4 out of 58, 7%	4 out of 12 scored level 3 or 4 (33%) 4 scored level 2 4 scored level 1 Daze 6/11 (55%)

≤ 139 words/minute at the end of 6 th grade	≥ 162 words/minute at the end of 6 th grade
0 out of 20, or 0%	9/15 scored level 3 or 4 (60%) 5 scored level 2 1 scored level 1 Daze 8/13 (62%)

Track My Progress (TMP) Math Assessment

BOY SY18-19

Key
Above Grade Level
On Grade Level
Borderline
At Risk

Beginning of the Year 18-19			
Grade	Number Tested	Average Scale Score	Grade Level Equivalent
K	1	179	PK
1	96	482	K.8
2	99	575	1.8
3	61	648	2.6
4	42	678	3.2
5	84	727	3.7
6	84	788	4.7
7	42	827	5.6
8	38	835	5.7

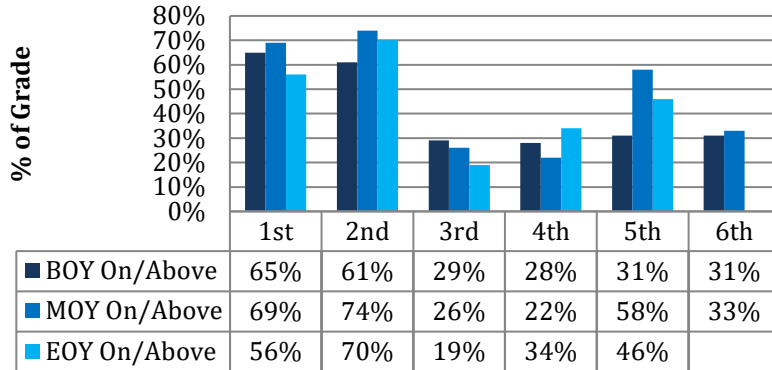
BOY 18-19 Average Scale Score by Strand					
Strand	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Base Ten	453	563	648	668	706
Geometry	507	603	640	662	740
Measurement	492	573	669	691	744
Operations	497	579	664	657	708
Fractions	N/A	N/A	647	708	728

BOY 18-19 Average Scale Score by Strand			
Strand	Grade 6	Grade 7	Grade 8
Equations	778	831	817
Geometry	819	831	835
Number System	768	821	869
Ratios	794	853	N/A
Statistics	796	805	816
Functions	N/A	N/A	850

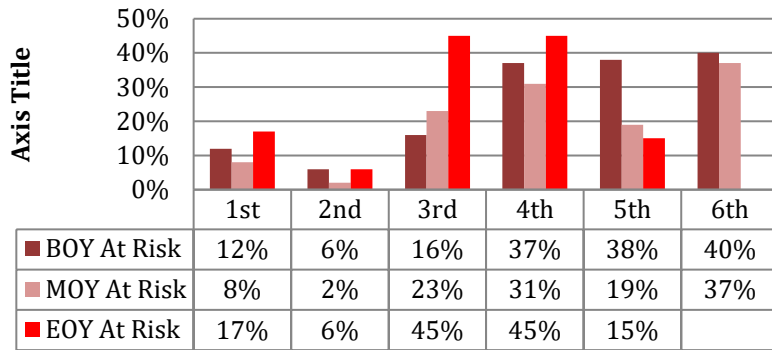
SY17-18 Average Scale Score by Grade Level			
Grade	Average Score		
	BOY	MOY	EOY
1st	480.8	530.44	555.57
2nd	584.7	618.41	659.98
3rd	620.84	642.58	660.68

4th	667.31	697.57	720.98
5th	726.85	789.54	795.46
6th	783.96	806.67	No Data

Track My Progress % On/Above (BOY, MOY, EOY)



Track My Progress % At Risk (BOY, MOY, EOY)



TMP and SBA Correlation

Grade	# of students who scored on or above grade level on EOY TMP	# of students who scored on or above grade level on EOY TMP and proficient or above on the SBA	% of students who scored on or above grade level on EOY TMP and proficient or above on the SBA
Grade 4	9	2	22%
Grade 5	30	1	3%
Grade 6	3	1	33%

ACT (College Readiness)

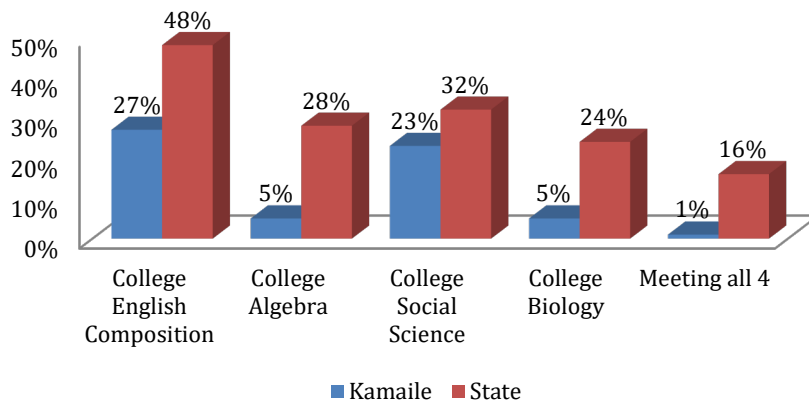
Five Year Trends – Average ACT Scores

Grad Year	Total Tested		English		Math		Reading		Science		Composite	
	Kamaile	State	Kamaile	State	Kamaile	State	Kamaile	State	Kamaile	State	Kamaile	State
2014	12	11,797	15.1	16.9	17.3	19.0	15.9	18.3	16.9	18.1	16.3	18.2
2015	22	11,957	15.6	17.2	17.8	19.1	16.4	18.6	15.3	18.4	16.5	18.5
2016	30	12,232	17.0	17.6	18.4	19.1	17.9	19.0	17.3	18.6	17.8	18.7
2017	19	12,015	15.5	17.8	18.1	19.2	16.7	19.2	16.3	19.3	16.7	19.0
2018	22	12,460	14.7	18.2	15.7	19.0	17.1	19.1	15.7	19.0	16.0	18.9

Benchmark score is the minimum score needed on the ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

Course	ACT Score
English Composition	18 on ACT English Test
College Algebra	22 on ACT Mathematics Test
Social Science	22 on ACT Reading Test
Biology	23 on ACT Science Test

Percent of ACT-Tested Students Ready for College-Level Coursework



SY17-18 Secondary Course Grades

Subject	% Passing (C or better)			
	Q1	Q2	Q3	Q4
ELA 7	75%	62%	53%	82%
ELA 8	55%	68%	55%	70%
ELA 9	100%	62%	97%	86%
ELA 10	92%	66%	86%	84%
Expos Wrtnng	61%	29%	56%	42%
SS 7	93%	89%	79%	78%
SS 8	51%	70%	78%	61%
US Hist & Govt	98%	94%	97%	89%
Part. In Dem	56%	55%	N/A	N/A
Modern Hist of HI	N/A	N/A	50%	40%

Subject	% Passing (C or better)			
	Q1	Q2	Q3	Q4
Math 7	78%	86%	85%	86%
Math 8	66%	73%	73%	57%
Alg. I	71%	25%	69%	54%
Geometry	85%	64%	73%	74%
Alg. II	68%	36%	27%	19%
Pre Cal	88%	86%	N/A	N/A
Trig	N/A	N/A	100%	67%

Subject	% Passing (C or better)			
	Q1	Q2	Q3	Q4
Life SCI	87%	82%	83%	86%
Earth/Space	51%	82%	85%	70%
Physical SCI	78%	68%	74%	77%
Biology I	92%	85%	87%	100%

End of Course Exam (% Proficient or Above)			
	SY15-16	SY16-17	SY17-18
Alg. I	20.41%	23.81%	No data
Alg. II	No data	14.29%	4.55%
Biology I	9.68%	9.52%	28.57%

Biology I EOC and Biology I Final Course Grade Correlation				
Class Grade	# of students receiving grade	# of students who scored proficient or above on EOC	# of students who scored approaching on EOC	# of students who scored well below on EOC
A	14	7	7	0
B	10	1	4	5
C	3	0	3	0
D	2	0	2	0
F	1	0	0	1

Algebra II EOC and Algebra II Final Course Grade Correlation				
Class Grade	# of students receiving grade	# of students who scored proficient or above on EOC	# of students who scored approaching on EOC	# of students who scored well below on EOC
A	1	0	1	0
B	3	0	1	2
C	3	0	0	3
D	8	0	1	7
F	5	0	0	5

Current Grade 12 Students SY17-18										
	Grade 08 or 09	Grade 09 or 10 or 11		Grade 11						Grade 11
		EOC Alg I	EOC Alg II	EOC Bio I	ACT				HSA SBA	
Student	Math	Math	Science	English	Math	Reading	Science	ELA	Math	Math
St 1	383	318	305	22	27	19	25	2719	2695	PreCal: B & Trig: A
St 2										
St 3	296	252	267	11	15	14	13	2472	2429	Alg. 2: F
St 4	373	372	349	28	27	28	26	2829	2810	PreCal: A & Trig: A
St 5	259	218	248	12	17	14	19	2553	2390	Alg. 2: C
St 6	292	223	288	15	16	11	14	2613	2546	Alg. 2: F
St 7	264	221	265	14	14	16	19	2623	2558	Alg. 2: D
St 8	305	296	300	19	17	17	19	2662	2640	PreCal: C & Trig: D
St 9	249		272	6	14	12	14	2263	2386	Alg. 2: F

St 10	222		242					2472	2503	Alg. 2: F
St 11			213	11	15	17	15	2589	2389	Geometry: B
St 12		214	276					2537	2523	Alg. 2: F
St 13	270	240	251	10	15	13	14	2475	2361	Alg. 2: C
St 14	316	245	271	14	17	14	17	2595	2547	PreCal: C & Trig: B
St 15	247	234	246	12	14	5	17	2486	2438	Alg. 2: D
St 16	315	226	229						2512	Alg. 2: D
St 17										
St 18	312	289	296	18	20	21	22	2680	2644	PreCal: C & Trig: C
St 19	304		273							
St 20	286	229	265	11	13	12	13	2483	2404	Alg 2: F
St 21	275									
St 22	266		252					2515	2375	
22										

STUDENT LEARNING DATA STATEMENTS

STRENGTHS

- Grade 3 had the highest % of students on “core” according to Fall DIBELS for SY18-19 (30%)
- Slight increase in “core” students according to DIBELS from BOY to EOY in SY17-18 for grade 3 (13% to 16%) and grade 6 (21% to 25%)
- Track My Progress SY18-19 results show that grades 1-3 have an average total math score that is on grade level
- Track My Progress SY18-19 results show that grade 2 is “on grade level” for all strands: Base Ten, Geometry, Measurement, Operations & Fractions
- Increase in the % of students who scored proficient on Biology I EOC (9.52% to 28.57%)
- Grade 11 students who were enrolled in pre-calculus/trig who passed with a C or better scored proficient on both the SBA Math and the ACT
- Kamaile students (in all testing grade levels) scored the best on speaking & listening claim on ELA SBA
- 17-18 DRA data show that there was a decrease in students substantially deficient from BOY to the EOY in grades 5 (36% to 29% to 24%) and 6 (16% to 10% to 8%)
- Grades 7 & 11 had the highest % of students

CHALLENGES

- 82 students with 20+ absences did not meet proficiency on ELA SBA
- 19 students with 20+ absences nearly met proficiency on ELA SBA
- 90 students with 20+ absences did not meet proficiency on Math SBA
- 16 students with 20+ absences did not meet standard on Math SBA
- 21% of students scoring proficient or above on ELA SBA
- Decrease in proficiency in math SBA (11% to 9% to 8%)
- Students have a 44% chance or less of scoring proficient or above on the ELA SBA when meeting EOY benchmark on DRA (SY17-18)
- 16% on core (meeting benchmarks) K-6 on the SY18-19 BOY (Fall) DIBELS
- Decrease in Core K-6 from the BOY to the EOY as measured by DIBELS in SY17-18 (17% to 15%)
- Track My Progress BOY 18-19 data show that Grade 5 scored “At Risk” on Base Ten & Operations and Grade 4 scored “At Risk” on Operations (grade level average score)
- SY17-18, 33% of 1st graders ended the year substantially deficient
- 5th -8th grade averaged about 2-3 grade levels behind on grade level equivalency scores on Track My Progress SY18-19 BOY

who scored proficient or above on ELA SBA
(Grade 7: 40.91% & Grade 11: 44.44%)

- 19% passing Algebra II w/ a C or better in SY17-18
- Decrease from 14.29% to 4.55% proficient or above on Alg. II EOC
- Only 27% of 11th graders ready for college-level course work in ELA (ACT)
- Only 5% of 11th graders ready for college algebra course work (ACT)

ADDITIONAL DATA NEEDED

- Formative assessments of CCSS
- Student work sample
- Secondary data to track progress
- Impact of Arts Integration on Student Learning

C. PERCEPTION DATA SUMMARY:

Perception Data Overview:

Answer the question “*How do we do business?*” by examining the school’s culture, climate, and organizational processes.

- **Students’ perceptions** of the learning organization (ex: SQS, Tripod surveys)
- **Staff perceptions** of the learning organization (ex: feedback surveys, focus groups).
- **Parents’ perceptions** of the learning organization (ex: feedback surveys, focus groups, committees).
- **Community perceptions** of the learning organization (culture, climate, organizational processes).
- **Alumni perceptions** of the learning organization (culture, climate, organizational processes).
- Perceptions of program implementation.

Recommended Guiding Questions for Perception Data Review

How satisfied are parents, students, and/or staff with the learning environment?

Are parent, student, and staff perceptions of the learning environment in agreement?

Students

- Have student perceptions of the learning environment changed over time?
- Which areas indicate the highest overall level of satisfaction among students?
- Which areas show a positive trend toward increasing student satisfaction?
- What areas indicate the lowest overall level of satisfaction among students?
- Which areas show a trend toward decreasing student satisfaction?
- What are possible causes for the patterns you have identified in student perception data?
- What actions will be taken to improve student satisfaction in the lowest areas?

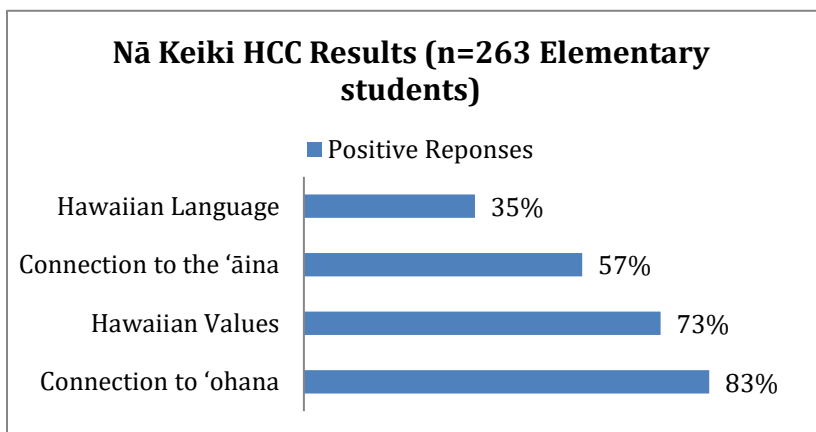
Parents

- Which areas indicate the overall highest level of satisfaction among parents?
- Which areas show a trend toward increasing parents satisfaction?
- Which areas indicate the overall lowest level of satisfaction among parents/guardians?
- Which areas show a trend toward decreasing parents/guardian satisfaction?
- What are possible causes for the patterns you have identified in parent perception data?
- What actions are being taken to increase parent satisfaction in the lowest area/s?

Teachers/Staff

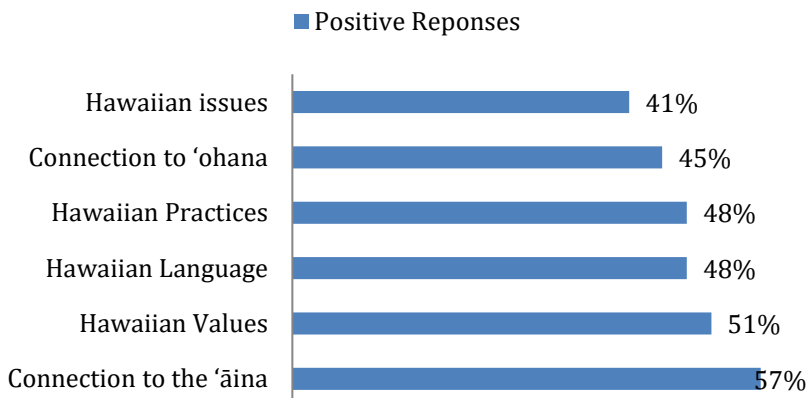
- Do staff members feel there is a shared vision in place?
- Which areas indicate the overall highest level of satisfaction?
- Which areas show a trend toward increasing teacher satisfaction?
- Which areas indicate the lowest overall level of satisfaction among teachers/staff?
- Which areas show a trend toward decreasing teacher/staff satisfaction?
- What are possible causes for the patterns you have identified in staff perception?

COPY/PASTE TABLES AND CHARTS THAT HAVE BEEN TITLED WITH DATA STATEMENT HEADLINES HERE



Complete survey w/ assets results available upon request

Nā 'Ōpio HCC Results (n=82 secondary students)



Complete survey w/ assets results available upon request

SY2017-2018 School Quality Survey

Group	# distributed	# returned	Return Rate
Students	507	414	81.6%
Parents	828	124	14.9%

SQS Elementary School Student Survey

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I feel safe at school	51.2%	19.3%	17.3%	5.9%	6.3%
Students at my school who do not behave are disciplined	31.1%	26.4%	24%	7.9%	10.6%
I feel safe from the mean kids at my school	31.4%	17.6%	15.3%	10.6%	25.1%
I feel the school buildings are safe for students	49%	23.1%	19.5%	4.8%	3.6%
If I ever got sick at school, someone would take care of me	44.7%	29.8%	13.7%	5.5%	6.3%
There are clear rules to ensure students' safety at school	66%	21.9%	9.4%	2%	0.8%
Dimension Totals	45.6%	23%	16.5%	6.1%	8.8%

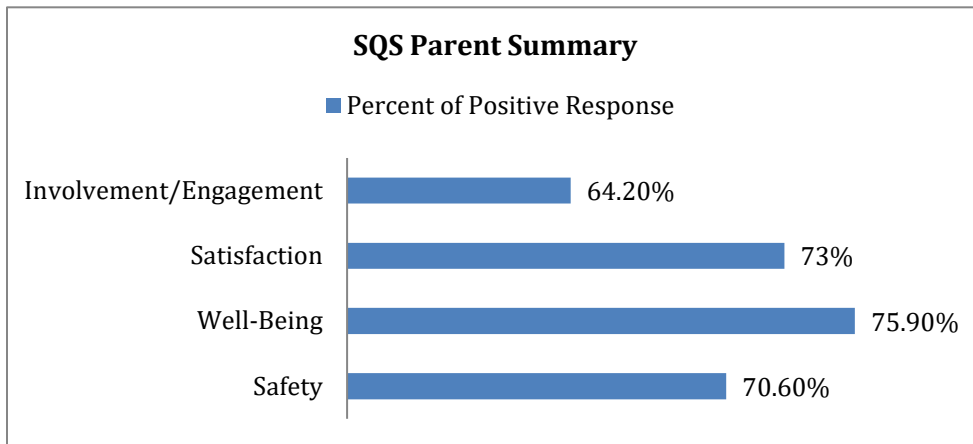
SQS Middle/Intermediate School Student Survey

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I feel safe at school	30.6%	26.4%	31.9%	5.6%	5.6%
Students at my school who violate safety rules are disciplined	16.7%	34.7%	34.7%	8.3%	5.6%
I feel safe from the bullying behavior of students at my school	18.1%	23.6%	20.8%	25%	12.5%
I feel the school grounds and facilities are safe for students	23.6%	36.1%	34.7%	1.4%	4.2%
If I ever got sick at school, someone would take care of me	23.6%	37.5%	19.4%	12.5%	6.9%
There are clear rules to ensure students' safety at school	36.1%	33.3%	29.2%	1.4%	0.0%
Dimension Totals	24.8%	31.9%	28.5%	9%	5.8%

SQS High School Student Survey

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I feel safe at school	33.3%	35.7%	20.2%	2.4%	8.3%
Students at my school who violate safety rules are disciplined	21.7%	32.5%	33.7%	9.6%	2.4%
I feel safe from the bullying behavior of students at my school	28.6%	35.7%	23.8%	3.6%	8.3%
I feel the school grounds and facilities are safe for students	28.6%	34.5%	25%	7.1%	4.8%
If I ever got sick at school, someone would take care of me	26.2%	32.1%	21.4%	14.3%	6.0%

There are clear rules to ensure students' safety at school	32.1%	40.5%	22.6%	1.2%	3.6%
Dimension Totals	28.4%	35.2%	24.5%	6.4%	5.6%



See appendix for complete SQS parent summary results

The BERC Group Staff Survey Results 2015-2018

*Summary of the first 15 survey items – See appendix for complete results of all 64 survey items

Scores range from 1, “Strongly Disagree,” to 5, “Strongly Agree”. Results represent the average.

Survey Items	2015	2016	2017	2018
1. School staff treats each other with respect.	3.40	3.69	3.73	3.71
2. Curriculum is aligned within grade levels (horizontal alignment).	3.23	3.27	3.42	3.68
3. School staff makes families feel welcome at this school.	3.67	3.89	4.06	3.99
4. School staff believes all students can learn complex concepts	3.34	3.48	3.66	3.61
5. School staff receives training in working with students from diverse cultural backgrounds.	2.75	2.97	3.68	3.56
6. Administrators hold staff accountable for improving student learning.	3.49	3.31	3.40	3.53
7. Parents (or guardians) participate in school wide decision making	2.72	2.77	2.96	3.17
8. Instructional strategies emphasize higher-level thinking and problem-solving skills.	3.36	3.68	3.76	3.78
9. Administrators regularly visit classrooms to observe instruction.	3.45	3.43	3.07	3.27
10. Staff members receive training on interpreting and using student data.	3.15	3.39	3.28	3.55
11. Students are presented with a challenging curriculum designed to develop depth of understanding.	3.21	3.42	3.45	3.78
12. My school's mission and purpose drive important decisions.	3.11	3.45	3.81	3.85
13. The school's curriculum is aligned with state standards.	3.60	3.64	3.51	4.07
14. This school is a safe place to work.	3.54	3.73	3.81	3.85
15. My school has clear rules for student behavior.	3.23	3.32	2.89	3.34

Kamaile Teacher Exit Survey

What is your primary reason for leaving?	SY13-14	SY14-15	SY15-16	SY16-17	SY17-18
1. The commute/traffic to and from school	0	0	0	3	0
2. Family obligations	4	7	3	4	4
3. Another teaching/job opportunity	1	0	2	1	3
4. Leaving the profession or retiring	2	2	0	1	0
5. Kamaile is just not the right “fit” for me	0	1	1	2	2
6. Lack of support	0	0	1	2	1
7. Leadership	3	0	3	0	0
8. Other	0	3	0	0	0

9. No response	0	1	0	0	0
Did you receive adequate support to do your job?	SY13-14	SY14-15	SY15-16	SY16-17	SY17-18
Adequate (yes)	2	5	0	2	3
Some Support	4	5	6	2	2
Inadequate (No)	3	4	4	5	2
No Response	1	0	0	1	3

See appendix for Kamaile Academy’s Tripod Student Survey results (Elementary, Middle and High School)

PERCEPTION DATA STATEMENTS

STRENGTHS

- 77.5% of parents “strongly agree/agree” that the school staff makes them feel welcome at school according to the SQS parent survey
- 78.7% of parents “strongly agree/agree” that their child is safe at school according to the SQS parent survey
- 78.7% of parents “strongly agree/agree” that their child has a caring adult to ensure their child’s safety according to the SQS parent survey
- 75.9% of parents “strongly agree/agree” in the overall well-being according to the SQS parent survey (highest from all four dimensions)
- 73% of parents are satisfied w/ Kamaile Academy according to the SQS parent survey
- Staff “agree” (4.07) that the school’s curriculum is aligned with state standards (BERC 2018 staff survey)
- Staff “agree” (4.06) that the school’s mission and goals focus on improving student learning (BERC 2018 staff survey)
- Staff “somewhat agree” (3.93) that the school’s mission and goals focus on raising the bar for all students and closing the achievement gap (BERC 2018 staff survey)
- Staff “agree” (4.13) that the school communicate with families using a variety of methods (BERC 2018 staff survey)
- Staff “agree” (3.98) that the school staff shows that they care about students (BERC 2018 staff survey)
- 81% of elementary students feel that their teacher makes them feel that he/she really cares about them & that they like the way the teacher treats them when they need help (Upper Elementary Tripod Survey)

CHALLENGES

- Staff “disagree” (2.84) that students are promoted to the next instructional level only when they have achieved competency (BERC 2018 Staff Survey)
- Staff neither “agree or disagree” (3.17) that parents participate in school wide decision making (BERC 2018 Staff Survey)
- Staff neither “agree or disagree” (3.19) that a clear and collaborative decision-making process is used to select individuals for leadership roles in the building (BERC 2018 Staff Survey)
- Staff “disagree” (2.86) that rules for student behavior are consistently enforced by school staff (BERC 2018 Staff Survey)
- Staff “disagree” (2.98) that administrators intentionally recruit and retain a diverse and highly qualified staff (BERC 2018 Staff Survey)
- Staff neither “agree or disagree” (3.19) that the school deals effectively with bullying if it occurs (BERC 2018 Staff Survey)
- In 2017-2018, 5 teachers left Kamaile because they got another teaching job/opportunity or Kamaile was just not the right “fit” for them (Kamaile Teacher Exit Survey)
- 2 teachers felt they received inadequate or no support & 3 didn’t respond (Kamaile Teacher Exit Survey)
- Students recognize low parent involvement according to the Nā Keiki (37%) and Nā ‘Ōpio (29%) HCC survey
- “Service to others” was the lowest asset results on both the Nā Keiki (32%) and Nā ‘Ōpio (15%) HCC survey
- 27% of secondary students believe that the

- 87% of elementary students feel that their teacher is good at explaining things
- Tripod survey student results for Kamaile’s High School scored higher (favorable responses) in the majority of components of effective teaching than the School Group and the State
- Elementary, Middle School and High School students favorably feel that their teacher asks questions to be sure they understand what he/she is teaching them (86% ES, 81% MS & 85% HS)
- 83% of students feel a connection to ‘Ohana (highest of 4 dimensions) on the HCC Nā Keiki Survey
- The highest dimension on the Nā ‘Ōpio survey was the students connection to the ‘āina (out of 6 dimensions)

- school’s climate is caring and 26% feel a bonding to the school (Nā ‘Ōpio survey)
- Only 14.9% (124 out of 828) of parents responded to the School Quality Survey
 - Only 49% of students “strongly agree/agree” that they feel safe from the mean kids at school and 35.7% of students “strongly disagree/disagree” that they feel safe from the mean kids at school (SQS student survey)
 - Lack of peer support - Teasing reported in all clusters according to the Tripod survey
 - “students get teased for making mistakes” (HS 74% & MS 67%)
 - “Some classmates tease kids for being smart in school” (64%)
 - Lack of classroom management according to the SQS ES & MS student survey
 - Only 26% of MS & 28% of ES agree that “classmates behave the way my teacher wants them to”
 - 38% of MS agree that “Student behavior in this class is under control”
 - 60% of HS students agree that “Student behavior in this class is a problem”

ADDITIONAL DATA NEEDED

- Parent and Student perception data on arts integration
- Teacher and parent perception data on Hawaiian Culture Based Education
- Narrative from Teacher Exit Survey (i.e. what type of support is lacking? Behavior? Instruction? Admin?)

D. PROGRAMS & PROCESSES DATA SUMMARY:

Programs & Processes Data Overview:

Answer the question “*What are our programs and processes?*” to tell us about the way we work, how we evaluate what is working/not working, and how we got the results we did. We answer the question by reviewing curriculum, instruction and assessment strategies, leadership, and programs. (article: [Measuring School Processes](#))

Recommended Guiding Questions for Programs & Processes Data Review

Curriculum and Instruction:

- What curricula are we using for each grade and content area?
- What is the process for adopting a new curricula?
- How do you determine if a curriculum is aligned to Common Core?
- How do determine if a curriculum is aligned to our school vision and purpose?
- How are teachers trained on various curricula?
- How do we know if the curricula are being implemented (ex: teacher observations)?
- How are sharing curricula resources?

Tiered Support System(s):

- How do you ensure that students with disabilities have access to the full array of intervention programs (Title I, Title III, credit recovery, after-school programs)?
- How are students designated “at-risk of failing” identified for support services?
- What extended learning opportunities are available for students (all grades)?
- What is the school doing to inform students about extended learning opportunities?

Instruction:

- What are the instructional strategies in the school for ELA and math programs?
- How are common instructional practices adopted and agreed upon?
- How are teachers provided feedback on their instructional practices (by whom, how often)?
- How are teachers being trained on best practices of instruction?
- How are teachers trained to differentiate for all learners?

Assessments for Learning: See [School Assessment Inventory](#) for details

Staff Collaboration:

- What structures are in place that allow teachers to collaborate (student focus teams, professional learning communities, common prep periods, etc.)?
- What structures are in place to review and analyze data throughout the school year?
- How do staff provide feedback to leadership?
- How do leadership provide feedback to staff?

Environment:

- What systems are in place to allow each of the following groups to provide feedback on the learning environment of the school: students; parents; teachers; all other staff; leadership; community members/board members

Leadership and Continuous School Improvement:

- How are decisions made at your school? To what degree are teachers and staff included in school improvement decisions?
- What leadership roles exist at your school (ex: department head, grade level chair)? How are those evaluated for effectiveness?
- What opportunities are there for teachers to gain leadership experience at your school?
- How are students involved in the leading of your school?
- How are parents involved in the leading of your school?
- What structure(s) are in place that help everyone implement the vision and strategic plan?

OTHER: Over the past two-three years, have there been any significant changes in the programs?

After School Tutoring (Focus: Math)

SY16-17 Enrollment	
Grade	# of students
K	6
1	11
2	3
3	30
4	15
5	8
6	6
Secondary	6
Total	85

SY17-18 Enrollment			
	# of students		
	Session 1	Session 2	Session 3
K	16	9	11
1	23	13	11
2	13	14	9
3	7	4	6
4	18	13	10
5	15	8	6
6	11	6	18
Secondary	19	8	1
Total	122	75	72

SY16-17 K-6 Average Absent Rate	
Tutor	Student
29.82%	21.18%

SY17-18 Average Absent Rate			
	Session 1	Session 2	Session 3
Tutor	18%	20%	25%
Student	37%	34%	29%

SY17-18 Track My Progress Math Assessment			
Group	Avg. Gain on TMP from BOY to EOY	% of students showing improvement	# of students w/ no data (i.e. missing EOY score)
Gr. 1 Tutoring	70.09	91%	11
Gr. 1 Not in Tutoring	75.96	91%	NA
Gr. 2 Tutoring	79.89	100%	3
Gr. 2 Not in Tutoring	72.97	94%	NA
Gr. 3 Tutoring	6.43	57%	4
Gr. 3 Not in Tutoring	49.58	88%	NA
Gr. 4 Tutoring	43.73	77%	7
Gr. 4 Not in Tutoring	61.19	88%	NA
Gr. 5 Tutoring	98.17	100%	11

Gr. 5 Not in Tutoring	59.86	95%	NA
Gr. 6 Tutoring	No data	No data	No data
Gr. 6 Not in Tutoring	No data	No data	No data

Navigators' Center Data

'Ohana Events			
Date of Event	Event	# attended in SY16-17	# attended in SY17-18
7/2/17	E'ola Back to School Ho'olaule'a	No data	56
8/17/17	Open House	255	No data
9/11/17	Title I Parent Meeting	No data	9
10/19/17	Parent Paint the Night (HS)	NA	7
12/7/17	Jungle Book Musical	NA	183
12/8/17	Jungle Book Musical	NA	86
12/9/17	Jungle Book Musical	NA	189
12/15/17	Holidays Around the World (Kindergarten)	NA	63
12/18/17	Gingerbread Activity	NA	2
1/25/18	Secondary Exhibition Night	75	58
2/1/18	Elementary Exhibition Night	98	206
3/8/18	PreK-3 'Ohana Night	105	100
3/8/18	Parent/Child Paint the Night	NA	4
3/9/18	Prince & Princess Dance (Character Ed grades K & 1)	55	63
3/16/18	Super Hero Dance (Character Ed grades 2 & 3)	46	23
4/6/18	Sunset at Kamaile	130	232
4/11/18	Wolf Trap (Arts Integration grade 1)	NA	14
4/24/18	Parent Cooking Night	NA	10
5/16/18	May Fest	No data	No data

Core Value Kalo Card Data

# of Kalo Cards redeemed at the Kamaile Store (PreK-12)	
SY16-17	SY17-18
28,936	9093

SY17-18: # of Kalo Cards redeemed by Grade Level (note: data by grade level not consistently entered and does not reflect last years total)	
Grade	# redeemed
PreK	147
K	No data
1	527
2	334
3	583
4	203
5	42
6	115
7	42
8	19
9	8
10	21
11	4
12	6

Kamaile Store	
# of Kalo cards redeemed	Item Description
2099	Toys
1378	School Supplies
806	Clothes
591	Accessories
158	Hygiene
96	Household
67	Shoes
28	Sports related

Classroom Observation Data

Key:

1 = Unsatisfactory (Not Observable)

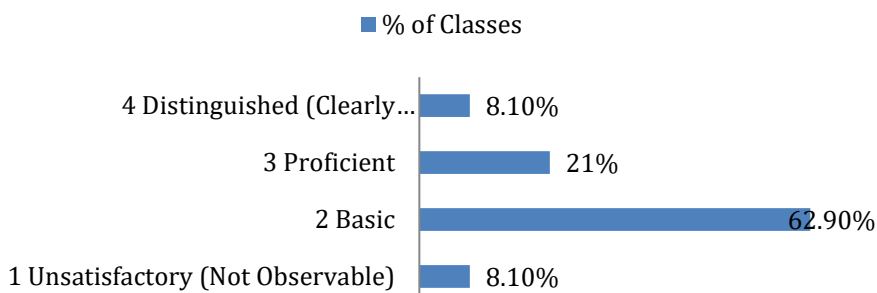
2 = Basic

3 = Proficient

4 = Distinguished (Clearly Observable)

Focus Indicator of Effective Instruction	Average Score SY17-18	
	Semester 1	Semester 2
Conceptual Learning	2.74	2.68
Clear Purpose	2.70	2.83
Question & Discussion	2.54	2.60
Environment & Differentiation	2.78	2.78

SY18-19 Fall STAR Learning Walk Area: Purpose and Expectations

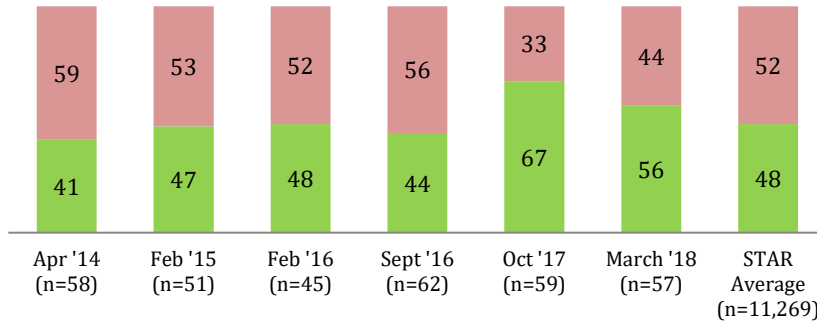


ECRI & RTI Implementation		
Grade	% of Overall Implementation Average	
	September	October
K	71%	77%
1	85%	90%
2	84%	84%

The BERC Group Classroom Observation

How well was this lesson aligned w/ Powerful Teaching and Learning?

■ Somewhat/Very ■ Not at All/Very Little



See appendix for complete BERC School and Classroom Practices Study 2017-2018

STAR Protocol Indicator Table w/ breakdowns for five STAR Indicators

Skills Indicators	1	2	3	4
1. Teacher provides an opportunity for students to develop and/or demonstrate skills.	5%	17%	27%	52%
			78%	
2. Students' construct knowledge to develop conceptual understanding, not just recall.	8%	30%	20%	52%
			72%	
3. Students engage in communication that build or demonstrates conceptual understanding.	80%	20%	05	0%
			0%	
Thinking Indicators	1	2	3	4
4. Teacher uses a variety of questioning strategies to develop critical thinking.	12%	22%	20%	47%
			67%	
5. Students develop and/or demonstrate effective thinking processes.	25%	18%	27%	30%
			57%	
6. Students demonstrate that they are reflecting on a prompt and/or on their own learning.	28%	35%	25%	12%
			37%	
Application Indicators	1	2	3	4
7. Teacher assures that the purpose of the lesson is clear and relevant to all students.	13%	13%	37%	37%
			73%	
8. Students demonstrate a meaningful personal connection to the lesson.	32%	17%	22%	30%
			52%	
9. Students produce something for an audience within or beyond the classroom.	58%	12%	22%	8%
			30%	
Relationships Indicators	1	2	3	4
10. Teacher assures the classroom is a positive and challenging academic environment.	2%	12%	25%	62%
			87%	
11. Students work collaboratively to provide social, peer-support for learning.	28%	28%	27%	17%
			43%	
12. Students experience learning activities that are adapted to meet the needs of diverse learners.	18%	18%	27%	37%
			63%	

PROGRAMS & PROCESSES DATA STATEMENTS

STRENGTHS

- High participation (27 total mentors & mentees) in Kamaile Academy's Teacher Support System (KATSS)
- 60% of KATSS participants found the program helpful
- 100% of KATSS participants feel the "Sub Day" should continue
- 96% of KATSS participants think all new teachers should participate in the support program
- 21 Total 'Ohana events
- Increase in parent attendance for two events: Elementary Exhibition Night (98 to 296) and Sunset at Kamaile (130 to 232)
- Decrease in teacher absent rate for afterschool tutoring from SY16-17 to SY17-18
- The percentage of classrooms aligned to powerful teacher and learning (BERC STAR Protocol) is above the STAR average for classrooms (Kamaile-56% & STAR average-48%)
- 87% (4 & 3) of teachers assures the classroom is a positive and challenging academic environment (Clearly observable/observable) according to the BERC STAR protocol Indicator Table)
- Increase in ECRI implementation in grades K & 1 from September to October (K-71% to 77% & 1st grade-85% to 90%)

CHALLENGES

- 33% of KATSS participants found the KATSS sub day not helpful (but 100% think it should continue?)
- About 40% of KATSS participants found the monthly meetings either "not helpful" or "neutral"
- KATSS participants feel they would benefit from "trained" mentors
- Decrease in the # of Kalo cards redeemed (store data) from SY16-17 to SY17-18 (28,936 to 9093)
- Inconsistency in the tracking of Kalo cards
- Most of the 'Ohana events offered were school-wide events vs. grade level or individual class events
- No data for how many families attended Open House in SY17-18
- In 17-18, after school tutoring enrollment decreased as the year went on (session 1 – 127 participants; session 2 – 75 participants; session 3 – 72 participants)
- 29-37% student absent rate for 17-18 after school tutoring (session 1, 2 & 3)
- Not all students who participated in after school tutoring made growth on TMP (i.e. 57% growth vs. 88% growth for students not participating in tutoring)
- 3rd & 4th grade saw more growth on TMP math assessment in students not participating in tutoring vs. in tutoring
- Grade 2 had no increase in ECRI implementation from Sept. (84%) to Oct. (84%)
- "Students engage in communication that builds or demonstrates conceptual understanding" not observable in 80% of classrooms (0% of classrooms were a 3, "observable" or a 4, "clearly observable") – according to the BERC Star Protocol observation
- Only 29% (13) of classrooms scored a 3 or 4 in "Purpose and Expectations" on the STAR Learning Walk conducted by Admin in Fall 2018

ADDITIONAL DATA NEEDED

- Hawaiian Culture Based Education (HCBE) Implementation Data
- KATSS participation vs. attrition/teacher retention data (effectiveness of KATSS participation)
- # of teachers that attend 'Ohana events (parent engagement events)
- Morning Connection Data

- Accurate Kalo Card data (tracking of issued & redeemed)
- Secondary Club data
- Writers Workshop Implementation Data
- Reading Street Implementation Data
- Eureka Implementation Data
- NHEP STAR Data
- DIBELS Mid year data to compare with ECRI & RTI Implementation Data

IV. ANALYSIS: PRIORITIZE CHALLENGES, ANALYZE ROOT CAUSES

Directions: After your have reviewed relevant data for each of the four measures and created summary data observation statements (Section III), discuss the following with your team:

- *What common strengths do we see across all four measures of data?*
- *What strengths seem to be most critical for our school in order to realize our vision and purpose?*
- *What common challenges do we see across all four measures of data?*
- *What challenges seem to be the most critical for our school in order to realize our vision and purpose?*
- *What challenges should our top priorities be and why?*

After discussing with your team, indicate your school’s strengths and prioritized challenges below, why your team selected it as a priority, and begin to analyze potential underlying causes of each challenge. Finally, rank the order of priority for each challenge with your team.

SCHOOL STRENGTHS		
STRENGTH & DATA SOURCE/CATEGORY	Why is this strength a top highlight for your school?	What are potential underlying causes or factors of this strength?
Increase teacher retention rate from SY16-17, 78.21% to SY17-18, 86.25% (Demographics – source: Kamaile Teacher Retention Data)	<ul style="list-style-type: none"> ● A “need” identified in 17-18 CNA ● Outcome of Goal 2 (goal: 85%) – Staff Success on our 17-18 SWP ● High teacher turnover rate ● Decrease in retention rate over the past 3 years (SY13-14 87% to SY 14-15 76% to SY15-16 72%) ● Kamaile has allocated much of its resources (time & \$) to supporting & retaining teachers 	<ul style="list-style-type: none"> ● Kamaile offers new and struggling teachers support through its KATSS mentor program (high participation in 17-18 – 27 teachers) ● Kamaile provides 3 full-time instructional coaches to support teachers ● Kamaile Academy provide teachers and staff with a substantial amount of Professional Development ● Teachers aligned with our vision, mission and who we are (Hawaiian Focused Arts Integrated School)
Decrease in student chronic absent rate from 36% in SY16-17 to 27% in SY17-18 (Demographics – Source: Strive HI Report)	<ul style="list-style-type: none"> ● A “need” identified in 17-18 CNA ● Outcome of Goal 3 – Successful Systems of Support (goal: 20-24%) ● Students cannot learn if they are not in school 	<ul style="list-style-type: none"> ● Development and implementation of an Increasing Student Attendance (ISA) system ● Hiring of a Social Service provider to help develop and coordinate the ISA system ● Designated PLC time for teachers to review attendance data
Increase in the percent of students who scored proficient or above on the Biology I EOC exam from 9.52% to 28.57% (Student Learning – Source: LDS)	<ul style="list-style-type: none"> ● A “need” identified in 17-18 CNA ● Outcome of Goal 1 – Student Success (goal: 30-39%) ● Students’ proficiency rates in Science are consistently low according to the Hawaii 	<ul style="list-style-type: none"> ● New Biology I teacher (long-term sub) implemented Secondary Course map with fidelity ● Secondary Course map aligned to standards ● Implemented online program – grad point (Biology)

	<p>State Science Assessment (grades 4 & 8) and the Hawaii End of Course Exam for Biology I (2016-15%, 2017-16% & 2018-14%)</p>	
<p>78.7% of parents “strongly agree/agree” that their child is safe at school. (Perceptions – Source: Parent School Quality Survey)</p>	<ul style="list-style-type: none"> ● Student safety is important to student success both socially and academically ● Kamaile has allocated time and money to increase student safety ● 87.9% of elementary students “strongly agree/agree” that there are clear rules to ensure students’ safety at school 	<ul style="list-style-type: none"> ● Kamaile has 2 safety attendants & 1 safety officer (supervisor) on campus – FTE ● 1 FTE Dean of Students to handle discipline problems ● Crisis team formed – responds as necessary ● Implemented a “Text-to-Tip” system that allows students & staff to communicate with the crisis team ● Installed secured fencing around field and café – only one identified entrance for parents/community, all other gates are secured and accessible only by staff ● In school and off campus drills
<p>87% (4 & 3) of teachers assures the classroom is a positive and challenging academic environment (Clearly observable/observable) (Programs & Processes – Source: The BERC Group - STAR protocol Indicator Table)</p>	<ul style="list-style-type: none"> ● Outcome of goal 2 – (goal: 20% increase in the percent of classrooms aligned with Powerful Teaching and Learning) staff success ● Evidence of the <i>Nine Characteristics of High Performing Schools</i> (Relationships) 	<ul style="list-style-type: none"> ● Kamaile offers new and struggling teachers support through its KATSS mentor program (high participation in 17-18 – 27 teachers) ● Kamaile provides 3 full-time instructional coaches to support teachers ● Kamaile Academy provide teachers and staff with a substantial amount of Professional Development ● Teachers aligned with our vision, mission and who we are (Hawaiian Focused Arts Integrated School) ● Continued implementation of Admin Instructional Focus Walks (IFWs) ● Increase in PD focused around Hawaiian Culture Based Education & Arts integration (increase engagement)

SCHOOL CHALLENGES

CHALLENGE & DATA SOURCE/CATEGORY	Why is this challenge a top priority for your school?	What are potential underlying causes or factors of this challenge?	Rank of Priority
<p>Low student proficiency rates in reading and decreasing proficiency rates in math (Student Learning – Source: Strive HI & LDS Smarter Balanced Assessment - % proficient)</p>	<ul style="list-style-type: none"> • Identified as one of our SW goals (increase proficiency) • Only 21% proficient or above in ELA • A decrease in proficiency rate in math from 11% (SY15-16) to 9% (SY16-17) to 8% (SY17-18) • Kamaile Academy’s SBA scores lower than neighboring elementary schools in ELA and significantly lower in Math 	<ul style="list-style-type: none"> • Inconsistent implementation of core curriculum (Reading Street & Eureka Math) & intervention programs (ECRI) • Focus has not been on core content, but on strategies in isolation • Consistent systems and structures are not in place to support all students (i.e. lack of consistent differentiated instruction in classrooms, inconsistent implementation of SGI, inconsistent implementation of RTI block) • Lack of formative collection and use of data to inform & adjust instruction • Rigorous standards-based instruction not consistently happening in all classrooms • Inconsistent implementation of Course Maps in Secondary • Lack of a plan to implement effective strategies (PD) beyond initial training. <ul style="list-style-type: none"> ○ Lack of feedback to teachers that enables them to improve instruction ○ Lack of consistent implementation to see success and reinforce continued implementation • Although there was improvement in SY17-18 in the schoolwide chronic absent rate, 27% of students were chronically absent and daily average attendance rates at the elementary level still fell well below the state benchmark of 	

		95%	
In SY17-18, 33% of 1 st graders ended the year substantially deficient (Student Learning – Source: Developmental Reading Assessment)	<ul style="list-style-type: none"> Substantially deficient is reading 4 or more levels below grade level Identified as one of our SW goals (increase proficiency) Only 21% proficient or above in ELA 	<ul style="list-style-type: none"> Inconsistent implementation of core curriculum (Reading Street) and intervention programs (ECRI) Focus has not been on core content, but on strategies in isolation Consistent systems and structures are not in place to support all students (i.e. lack of consistent differentiated instruction in classrooms, inconsistent implementation of SGI, inconsistent implementation of RTI block) Although there was improvement in SY17-18 in the schoolwide chronic absent rate, 27% of students were chronically absent and daily average attendance rates at the elementary level still fell well below the state benchmark of 95% 	
Percent of repeat offenders increased from 18.96% in SY16-17 to 23.37% in SY17-18 (Demographics – Source: Schoolwide Discipline Reports)	<ul style="list-style-type: none"> Increase in the number of incidents (schoolwide discipline) from 1,073 in SY16-17 to 1,485 in SY17-18 Increase in behavior problems disrupts learning Only 20% of elementary students & 32% of middle school students agree that their classmates behave the way the teacher wants them to (School Quality Survey) Only 38% of middle school students agree that student behavior in their class is under control 	<ul style="list-style-type: none"> Low proficiency rates /students struggling in class = frustration & anger Lack of PD on classroom management – PD not aligned to the needs of the school, teachers & students Teachers/staff disagree that <i>rules for student behavior are consistently enforced by school staff</i> (BERC Teacher Survey) Inconsistent implementation of PBIS plan/strategies (SY17-18) <ul style="list-style-type: none"> Inconsistent use (issued) of Kalo Cards – reinforcement of Kamaile’s core values 	
Many teachers struggle with	<ul style="list-style-type: none"> Increase in the number 	<ul style="list-style-type: none"> Low proficiency rates /students 	

<p>classroom management (Perceptions – Source: Elementary & Middle School Quality Survey)</p>	<p>of incidents (schoolwide discipline) from 1,073 in SY16-17 to 1,485 in SY17-18</p> <ul style="list-style-type: none"> • Increase in behavior problems disrupts learning • Only 20% of elementary students & 32% of middle school students agree that their classmates behave the way the teacher wants them to (School Quality Survey) • Only 38% of middle school students agree that student behavior in their class is under control 	<p>struggling in class = frustration & anger</p> <ul style="list-style-type: none"> • Lack of PD on classroom management – PD not aligned to the needs of the school, teachers & students • Teachers/staff disagree that <i>rules for student behavior are consistently enforced by school staff</i> (BERC Teacher Survey) • Inconsistent implementation of PBIS plan/strategies (SY17-18) <ul style="list-style-type: none"> ○ Inconsistent use (issued) of Kalo Cards – reinforcement of Kamaile’s core values 	
<p>School does not deal effectively with the “mean” kids or bullying if it occurs (Perceptions – Source: Elementary, Middle & High School Quality Survey)</p>	<ul style="list-style-type: none"> • Increase in behavior problems disrupts learning • Only 49% of elementary students “strongly agree/agree” that they feel safe from the mean kids at school (School Quality Survey) • Only 41.7% of middle school students “strongly agree/agree” that they feel safe from the bullying behavior of students at school (School Quality Survey) 	<ul style="list-style-type: none"> • Low proficiency rates/struggling in class = frustration & anger • Lack of PD on classroom management & dealing with bullying – PD not aligned to the needs of the school, teachers & students • Teachers/staff disagree that <i>rules for student behavior are consistently enforced by school staff</i> (BERC Teacher Survey) • Inconsistent implementation of PBIS plan/strategies (SY17-18) <ul style="list-style-type: none"> ○ Inconsistent use (issued) of Kalo Cards – reinforcement of Kamaile’s core values 	
<p>Almost ½ (47%) of Kamaile’s teachers are not Hawaii Qualified to teach (Demographics – Source: School Report from the eHR for HQ System)</p>	<ul style="list-style-type: none"> • NHQ teachers lack training and experience to provide quality instruction • NHQ teachers lack wide variety of best practice strategies to implement • NHQ teachers do not receive tenure which may affect teacher retention 	<ul style="list-style-type: none"> • Limited pool of teachers to recruit (locally) • The “need” to strengthen teacher recruitment/retention plan • Lack of support or monitoring system to get teachers HQ once they’ve been hired (need to add this component to the KATSS program) 	

V. APPENDIX

Additional data from each of the four types:

- **Demographic Data:** Who are we? Data on student populations (e.g. gender, sped, ELL, race/ethnicity, behavior), teacher and staff (e.g. qualifications, years of teaching, gender, race/ethnicity), parent and community (e.g. education, income, single family households.)
- **Student Learning:** How are our students doing? Summative, formative, diagnostic (e.g. HSA, DIBELS, NWEA, Curriculum Based Measures, grades, ACT/Plan/Explore, etc.)
- **Perception:** How do we do business? Culture, climate, values and beliefs (e.g. surveys)
- **Programs and Processes:** What are our processes? Programs, instructional, organizational, administrative, continuous school improvement

SCHOOLWIDE PLAN REPORT SY 2018-2019

SCHOOLWIDE PLAN MONITORING EVIDENCE

School: [Kamaile Academy PCS]	Date of Report Completion: [12/21/18]
Governing Board Chair: [Joeseph Uno]	Date Submitted to Governing Board Chair: [12/21/18]

Directions: Review your Title I Schoolwide Plan goals and team progress-monitoring notes to fill out your monitoring report. For all Title I schools, this will be submitted at the end of Quarter 2 (December) and again at the end of Quarter 4 (May). Your goals and measurement tools should remain the same year-round so your team should only need to update actions, results, and result ratings throughout the year. Answer the reflection questions as a team.

Measurable Goal <i>Taken from SW Plan</i>	Measurement Tool/Evidence <i>Taken from SW Plan</i>	Summary of Actions <i>What steps did you take as a school to bring you closer to your goal?</i>	Results & Evidence <i>Based on interim or summative measurement tools (include date of results), what have you accomplished? What is your evidence?</i>	Status of Progress <i>“On Track to Meet” “Not On Track” “Met goal” “Did not meet goal”</i>																																							
42-51% of Kamaile students (Grades 3 - 8, 11) will score proficient or above on the ELA SBA (Academic Performance Framework Target)	Smarter Balanced Assessment	<p>Elementary:</p> <ul style="list-style-type: none"> • VPs established expectations for reading block from 5-18-18 through 7-26-18. • Expectations rolled out in <i>Back to School</i> PD by grade level clusters. Grades 3-6 roll out was on 7-30-18. Grades K-2 roll out was on 7-31-18. • K-2 - Weekly assessments- (CCR), used to assess student mastery on CCSS. <ul style="list-style-type: none"> ○ Teachers agree upon questions from test, assess students then use data to guide instruction • 3-6 PLCs - Teams have set quarter 1 goals for student growth on weekly CCR assessments, DRA growth, and math TMP assessments. Their quarter goals scaffold their year-long goal of SBA Math and ELA. Teachers completed a 	<p><u>Developmental Reading Assessment (DRA)</u> Beginning of the Year (BOY) Testing Window: 9/19/18 to 10/5/18</p> <p>Middle of Year (MOY) Testing Window: 1/14/18 to 1/31/18</p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">Grade</th> <th colspan="3">DRA</th> </tr> <tr> <th colspan="3">% Proficient or Above</th> </tr> <tr> <th></th> <th>BOY</th> <th>MOY</th> <th>EOY</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>22%</td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>66%</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>47%</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>54%</td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>32%</td> <td></td> <td></td> </tr> <tr> <td>5</td> <td>35%</td> <td></td> <td></td> </tr> <tr> <td>6</td> <td>52%</td> <td></td> <td></td> </tr> </tbody> </table> <p><u>DIBELS Reading Assessment</u> BOY (Fall) Testing Window: 8/6/18 to 8/31/18</p>	Grade	DRA			% Proficient or Above				BOY	MOY	EOY	K	22%			1	66%			2	47%			3	54%			4	32%			5	35%			6	52%			<p>“On Track” with implementation of SWP activities</p> <p>“Not On Track” to meet goal based on interim measures</p>
Grade	DRA																																										
	% Proficient or Above																																										
	BOY	MOY	EOY																																								
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4	32%																																										
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6	52%																																										

template for their reading block. They will be collaboratively planning lesson learning targets aligned to CCSS and comprehension skills and strategies for each lesson with accompanying exit ticket.

- Training for all teachers with MTSS consultant during BOY teacher workday. K-2 ECRI training, 3-6 RTI kit training.
- ECRI training for new K-2 teachers with consultant on 8/30 (teachers- D. Boudreau, K. Inafuku, K. Muro).
- Dibels training occurred during PLCs and cluster meetings before 9/17/18.
- Admin weekly classroom observations
- Coaches keep monthly coaching log and observational notes and data.
- Admin walkthroughs daily. Coaches in classrooms doing walkthroughs and observations to provide feedback and support for teachers. Admin and coaches co-teaching lessons, coaching teachers during lessons modeled by either coach or administrator.

Elementary RTI:

June 26 & 27, 2018

Admin, Curriculum Coordinator

Instructional Coaches, Title 1 Coordinator met:

- Determined SY18-19 SW focus Goals: 1) literacy 2) instructional practices
- Determined focus of support of MTSS coordinator to be: ECRI support & training, RTI support/training, Instructional Specialists support & training
- Determined Elem instructional coaches will support/train

MOY (Winter) Testing Window:
12/3/18 to 12/21/18

DIBELS			
Grade	% on Core		
	BOY	MOY	EOY
K	10%	16%	
1	14%	16%	
2	10%	5%	
3	30%	25%	
4	21%	18%	
5	10%	10%	
6	19%	21%	
K-6	16%	15%	

Note: BM increases from BOY to EOY & all students included in data (including students w/ only 1 data point)

DIBELS Student Growth and Improvement Report will be available in January 2019

Secondary Mastery Connect: (No data for ELA)
2 ELA assessments created, but not administered

- Gr. 9 Textual Evidence Assessment (ELA1)
- Gr. 12 Literacy Standard Assessment 1

Secondary Course Map Implementation:

- 8 out of 13 teachers implementing course maps with relative fidelity
- 10 out of 15 teachers receiving coaching support

K-12 Instructional Focus Walk Data (Administration Observations)

1 = Unsatisfactory (Not Observable)

2 = Basic

3 = Proficient

4 = Distinguished (Clearly Observable)

Focus Indicator of Effective Instruction	Average Score SY18-19	
	Semester 1	Semester 2
Concepts & Process	2.51	
Purpose & Expectations	2.31	
Question & Discussion	2.32	
Environment & Differentiation	2.72	

RS/Reading Block

- Refined expectations & Must-Dos

July 9 & 10, 2018

Admin, Curr Coord, Instructional Coaches, Title 1 Coord., MTSS Consultant met:

- Shared SY goals with MTSS Consultant
- Clarified MTSS roles and responsibilities
- Determined gr K-5 will not walk to read
- Agreed on sacred reading block (restrict interruptions to reading block)

July 19, 2018: Met with MTSS consultant, Zisko, Munoz to clarify contract and services based upon planning meetings that happened with ELM throughout Q4 and Summer. Instructional Specialist K-6, RTI tier 2 9(K-6) and ECRI (K-2)

- Restructured MTSS responsibilities (does not include 5 week data cycle in PLCs)

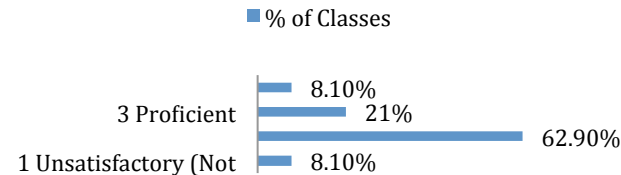
MTSS consultant monitor, demos & collect data re: ECRI implementation during K-2 Reading Block; RTI resources during K-6 RTI block; Tier 3 support (instructional specialists):

- 8/27-31/18 classroom observations
- 9/24/28 classroom observations
- 10/29-11/2/18 classroom observations
- 11/26-30/18 classroom observations
- 12/10-14/18 classroom observations

MTSS consultant provides feedback & reports data to administration and coaching team:

IFWs			
1	2	3	4
Concepts & Process			
12%	38.7%	36%	13.3%
Purpose & Expectations			
9.3%	58.7%	24%	8%
Questions & Discussion			
22%	38.7%	22.7%	16%
Environment & Differentiation			
45	34.7%	46.7%	14.7%

SY18-19 Fall STAR Learning Walk Area: Purpose and Expectations



ECRI & RTI Implementation		
Grade	% of Overall Implementation Average	
	September	October
K	71%	77%
1	85%	90%
2	84%	84%

Next Steps:

- Build a CCSS Leadership group consisting of different stakeholders to become experts and provide professional development for teachers.
- Small group instruction not consistent in all classrooms. Coaches and administrators working with teams and individual teachers to address needs, provide supports, and maximize the use of time in reading blocks.
- Review data to see impact of RTI Block

		<ul style="list-style-type: none"> ○ 8/17/18 report at ELM ○ 8/31/18 articulation with K-6 instructional coaches ○ 9/28/18 articulation with K-6 instructional coaches ○ 10/19/18 report at ELM ○ 12/13/18 follow-up mtg w/K-2 VP/Coach ○ 12/13/18 follow-up mtg w/3-6 VP/Coach <p>MTSS consultant provides feedback and follow-up training to teachers:</p> <ul style="list-style-type: none"> ○ 8/30/18 ECRI training K-2 ○ 8/31/18 - 1:1 observation feedback K-2 ○ 9/27/18 ECRI training K-2 ○ 10/29/18 Training/Articulation with Instructional Specialists (Tier 3) ○ 10/30/18 RTI Kit Training (new teachers) ○ 11/1/18 ECRI training K-2 ○ 11/28/18 Training/Articulation with Instructional Specialists (Tier 3) ○ 11/29/18 ECRI training K-2 ○ 12/12/18 Training/Articulation with Instructional Specialists (Tier 3) <p><u>Secondary:</u></p> <ul style="list-style-type: none"> • Course Map Expectation - 2018-2019 <ol style="list-style-type: none"> 1. A content course map will be provided to you at the beginning of the school year 2. Follow the course map. Including task and deadlines 3. Admin will monitor course map instructional progress 4. Editing a course map <ol style="list-style-type: none"> 1. Conducted by content area teacher 2. Collaboration with coaches 		
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3. Approved by admin

- Google doc has been started to make Secondary Course Maps more accessible for all electronically. (Kamaile Academy Course Maps HUB 2018-2019 - TBLinked)

Ensuring classroom instruction is aligned to addressing the CCSS

- VP reviewing course maps with teachers during observation and goal setting meetings in the fall
- PLC department meetings
 - Humanities reviewing CCSS SBA blueprints and standards, what skills are needed to be taught so that students can meet proficiency in the various skills.
 - Electives reviewing the Creative Expression rubric and the artist statement - What writing standards is it addressing? What do students need to do in order to meet those standards?
Developing common teaching tools (ex. graphic organizers, writing prompts)
- Coaching conversations about course maps and aligning lessons to standards and skills needed to be taught.
- Mastery Connect PD has been completed by all secondary teachers. Teachers are being asked to make use of the system in tandem with data collection for grade level PLCs. Primary goal is use of Mastery Connect is that by the end of year: Courses lacking EOY summative assessment will create via Mastery Connect. Those that have one will create a BM assessment

<p>28-37% of Kamaile students (Grades 3 - 8, 11) will score proficient or above on the Mathematics SBA. (Academic Performance Framework Target).</p>	<p>Smarter Balanced Assessment</p>	<p>via Mastery Connect</p> <ul style="list-style-type: none"> 9/17/18 BOY Eureka math training for new teachers during teacher workdays before school started. 9/17/18 Began math tracker for Eureka Module assessments. Collect class average for each assessment. 9/17/18 \$20,000 budgeted for follow up Eureka PD for SY18-19 <ul style="list-style-type: none"> Tentative scheduled dates: 4/30-5/3 (4 days) new teachers – Focus on Fluency (1 day) Preparation and Customization (1 day) Grade 6 – Solving Word Problems (1 day) K-5 – Solving Word Problems (1 day) Eureka module assessment current. 12/19/18 No observation by admin, focus on ELA. 	<p>Track My Progress (TMP) BOY Testing Window: 8/13/18 to 8/31/18</p> <p>MOY Testing Window: 12/3/18 to 12/21/18</p> <table border="1" data-bbox="1241 342 1608 521"> <thead> <tr> <th colspan="2">Key</th> </tr> </thead> <tbody> <tr> <td style="background-color: #d9ead3;"></td> <td>Above Grade Level</td> </tr> <tr> <td style="background-color: #d9ead3;"></td> <td>On Grade Level</td> </tr> <tr> <td style="background-color: #fff2cc;"></td> <td>Borderline</td> </tr> <tr> <td style="background-color: #f4cccc;"></td> <td>At Risk</td> </tr> </tbody> </table> <table border="1" data-bbox="1199 581 1650 927"> <thead> <tr> <th>Grade</th> <th>Number Tested</th> <th>Scale Score</th> <th>Grade Level Equivalent</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>1</td> <td>179</td> <td>PK</td> </tr> <tr> <td>1</td> <td>96</td> <td>482</td> <td>K.8</td> </tr> <tr> <td>2</td> <td>99</td> <td>575</td> <td>1.8</td> </tr> <tr> <td>3</td> <td>61</td> <td>648</td> <td>2.6</td> </tr> <tr> <td>4</td> <td>42</td> <td>678</td> <td>3.2</td> </tr> <tr> <td>5</td> <td>84</td> <td>727</td> <td>3.7</td> </tr> <tr> <td>6</td> <td>84</td> <td>788</td> <td>4.7</td> </tr> <tr> <td>7</td> <td>42</td> <td>827</td> <td>5.6</td> </tr> <tr> <td>8</td> <td>38</td> <td>835</td> <td>5.7</td> </tr> </tbody> </table> <table border="1" data-bbox="1146 959 1703 1203"> <thead> <tr> <th colspan="6">TMP by Strand</th> </tr> <tr> <th>Strand</th> <th>Grade 1</th> <th>Grade 2</th> <th>Grade 3</th> <th>Grade 4</th> <th>Grade 5</th> </tr> </thead> <tbody> <tr> <td>Base Ten</td> <td>453</td> <td>563</td> <td>648</td> <td>668</td> <td>706</td> </tr> <tr> <td>Geometry</td> <td>507</td> <td>603</td> <td>640</td> <td>662</td> <td>740</td> </tr> <tr> <td>Measurement</td> <td>492</td> <td>573</td> <td>669</td> <td>691</td> <td>744</td> </tr> <tr> <td>Operations</td> <td>497</td> <td>579</td> <td>664</td> <td>657</td> <td>708</td> </tr> <tr> <td>Fractions</td> <td>N/A</td> <td>N/A</td> <td>647</td> <td>708</td> <td>728</td> </tr> </tbody> </table> <table border="1" data-bbox="1152 1235 1696 1479"> <thead> <tr> <th colspan="4">TMP by Strand</th> </tr> <tr> <th>Strand</th> <th>Grade 6</th> <th>Grade 7</th> <th>Grade 8</th> </tr> </thead> <tbody> <tr> <td>Equations</td> <td>778</td> <td>831</td> <td>817</td> </tr> <tr> <td>Geometry</td> <td>819</td> <td>831</td> <td>835</td> </tr> <tr> <td>Number System</td> <td>768</td> <td>821</td> <td>869</td> </tr> <tr> <td>Ratios</td> <td>794</td> <td>853</td> <td>N/A</td> </tr> <tr> <td>Statistics</td> <td>796</td> <td>805</td> <td>816</td> </tr> </tbody> </table>	Key			Above Grade Level		On Grade Level		Borderline		At Risk	Grade	Number Tested	Scale Score	Grade Level Equivalent	K	1	179	PK	1	96	482	K.8	2	99	575	1.8	3	61	648	2.6	4	42	678	3.2	5	84	727	3.7	6	84	788	4.7	7	42	827	5.6	8	38	835	5.7	TMP by Strand						Strand	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Base Ten	453	563	648	668	706	Geometry	507	603	640	662	740	Measurement	492	573	669	691	744	Operations	497	579	664	657	708	Fractions	N/A	N/A	647	708	728	TMP by Strand				Strand	Grade 6	Grade 7	Grade 8	Equations	778	831	817	Geometry	819	831	835	Number System	768	821	869	Ratios	794	853	N/A	Statistics	796	805	816	<p>“Not On Track” to Meet Goal based on Interim measure</p>
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Secondary Mastery Connect:

Note: Not all secondary math classes have met the deadline of administering Mastery Connect (1st Semester).

Mastery Connect Q2 Summative				
	% of Students at Each Level			
	Mastery	Near Mastery	Remediation	No Score
Geometry	27.78%	27.78%	22.22%	22.22%
Alg. I Properties of #s	71.11%	2.22%	6.67%	20%
Alg. II	33.33%	26.67%	26.67%	13.33%

Secondary Course Map Implementation:

- 8 out of 13 teachers implementing course maps with relative fidelity
- 10 out of 15 teachers receiving coaching support

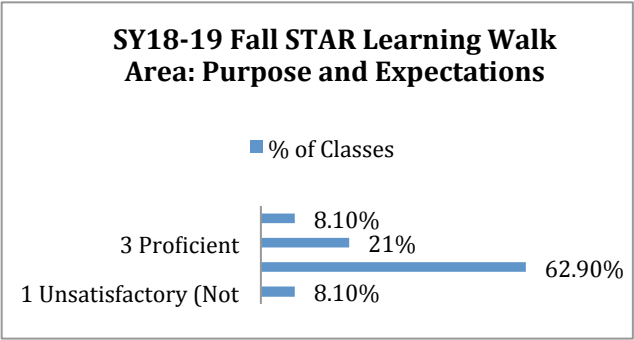
K-12 Instructional Focus Walk Data (Administration Observations)

- 1 = Unsatisfactory (Not Observable)
- 2 = Basic
- 3 = Proficient
- 4 = Distinguished (Clearly Observable)

Focus Indicator of Effective Instruction	Average Score SY18-19	
	Semester 1	Semester 2
Concepts & Process	2.51	
Purpose & Expectations	2.31	
Question & Discussion	2.32	
Environment & Differentiation	2.72	

IFWs			
1	2	3	4
Concepts & Process			
12%	38.7%	36%	13.3%
Purpose & Expectations			

9.3%	58.7%	24%	8%
Questions & Discussion			
22%	38.7%	22.7%	16%
Environment & Differentiation			
45	34.7%	46.7%	14.7%



30-39% of Kamaile students (Grades 4, 8 and students in Biology I) will score proficient or above on the Hawai'i State Assessment in Science. (Academic Performance Framework Target).

The Hawaii State Assessment in Science (gr. 4 & 8) and the Hawaii Biology I End of Course Exam

- K-6 worked with consultant A. Eisberg during BOY teacher workdays. Focus was around learning intentions. Expectation to have a night dedicated to showcasing authentic learning rather than a “pretty projects” was articulated to teachers. Focus shifted from projects to learning.
- Teachers began looking at curriculum to identify standards and develop learning intentions based on standards. Teachers chose CCSS literacy standards to start with.
- HCBE- happens during Wed meetings once or twice per month. Teachers are encouraged to incorporate HCBE elements into their PBL projects. 1st and 4th grade teachers are using the Kupukupu framework to plan projects with an HCBE lense.

Secondary Mastery Connect:
Note: Not all secondary science classes have met the deadline of administering Mastery Connect (1st Semester).

Earth & Space Science: Solar System Formative				
	% of Students at Each Level			
	Mastery	Near Mastery	Remediation	No Score
Grade 9	28%	12%	56%	4%

- A Science Needs Survey was created and will be distributed in January 2019 to gather the following information:
 - Current practices with teaching science
 - Teacher knowledge of NGSS/C3
 - Knowledge of PBL
 - Support Needed/PD
- Survey results will be analyzed and reviewed to determine curriculum and professional development needed to make systematic growth in Science

“Not On Track” to Meet Goal

		<ul style="list-style-type: none"> Teachers will plan their own events for parents and the community to showcase PBL projects. Teachers at some grade levels have already started to plan PBL lessons. 																																								
<p>Chronic absent rate will be reduced to 20-24% (Academic Performance Framework Target)</p>		<ul style="list-style-type: none"> ISA is being implemented with fidelity, with the exclusion of attendance being discussed in PLCs. Teacher participation has moved to Friday meetings. Attendance team comprised of counselors, district social worker, school social worker, attendance clerk, and Vice Principal. Teachers are invited to weekly attendance meetings on Fridays. Brief review of student's academic progress is shared with parent, and if applicable consideration for retention is discussed. Teachers are taking a more personal role in face to face meetings with families. School has hired a licensed social worker. She is working collaboratively with the District Social Worker. The school social worker conducts home visits and family outreach. All students with absences at 15 and above are referred to Friday meetings Monthly perfect attendance awards. VIP lunch for perfect attendance. PBIS incentives are used. Students are working toward receiving books as incentives for strong attendance. School will pilot Success Mentors program this school year, for possible full roll out next school year. Students that are chronically absent will be matched with a caring adult (mentor) on campus. The mentor will conduct three touch points per week, and call home when student is absent. The mentor will 	<p>Schoolwide Daily Average Attendance (as of Nov. 2018)</p> <table border="1" data-bbox="1129 367 1719 821"> <thead> <tr> <th>Grade Level</th> <th>Total # of Absences</th> </tr> </thead> <tbody> <tr><td>PreK3</td><td>47</td></tr> <tr><td>PreK4</td><td>370</td></tr> <tr><td>Kindergarten</td><td>709</td></tr> <tr><td>1st Grade</td><td>628</td></tr> <tr><td>2nd Grade</td><td>689</td></tr> <tr><td>3rd Grade</td><td>487</td></tr> <tr><td>4th Grade</td><td>389</td></tr> <tr><td>5th Grade</td><td>726</td></tr> <tr><td>6th Grade</td><td>724</td></tr> <tr><td>7th Grade</td><td>79</td></tr> <tr><td>8th Grade</td><td>184</td></tr> <tr><td>9th Grade</td><td>103</td></tr> </tbody> </table> <table border="1" data-bbox="1087 927 1759 1024"> <thead> <tr> <th>Attendance</th> <th>2014-2015</th> <th>2015-2016</th> <th>2016-2017</th> <th>2017-2018</th> <th>2018-2019</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>89.62%</td> <td>89.88%</td> <td>90.78%</td> <td>91.32%</td> <td>91.57%</td> </tr> </tbody> </table>	Grade Level	Total # of Absences	PreK3	47	PreK4	370	Kindergarten	709	1 st Grade	628	2 nd Grade	689	3 rd Grade	487	4 th Grade	389	5 th Grade	726	6 th Grade	724	7 th Grade	79	8 th Grade	184	9 th Grade	103	Attendance	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Attendance	89.62%	89.88%	90.78%	91.32%	91.57%	<p>"On Track" to Meet Goal</p>
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		<p>attempt to problem solve with the students the barriers in coming to school regularly.</p> <ul style="list-style-type: none"> Attendance letters sent regularly and meetings are conducted. At 15 absences, the family is scheduled to meet with the District Social Worker. The family may be referred to Attendance Review Council (ARC). Kamaile has sent three families to ARC. Success has been seen in two of three cases. Meeting with District Social Worker every 2nd and 4th Wednesday of each month Home Visits With Attendance Monitor/MVA/or DSW scheduled for every Wednesday & Conducted as needed (no contact with family) Parent conferences scheduled & conducted every Tuesday and Thursday Edits and adjustments to be made to ISA handbook. Changes to reflect new, highly qualified school social worker, ARC, and teachers/academics included in weekly attendance meetings. Consider including Success Mentors, pending success in the pilot. Revisions to be made at the conclusion of SY18-19. 	<table border="1" data-bbox="1129 99 1717 201"> <tr> <td>10th Grade</td> <td>148</td> </tr> <tr> <td>11th Grade</td> <td>73</td> </tr> <tr> <td>12th Grade</td> <td>80</td> </tr> </table> <p data-bbox="1087 207 1734 261">Current School Year (18-19) - Total # of Absences by Grade Level as of 11/29/2018</p> <table border="1" data-bbox="1171 302 1675 894"> <thead> <tr> <th rowspan="2">Grade Level</th> <th colspan="2"># of Students Chronically Absent (15 or more absences)</th> </tr> <tr> <th>SY17-18</th> <th>SY18-19 (as of 11/29/18)</th> </tr> </thead> <tbody> <tr><td>PreK3</td><td>2</td><td>1</td></tr> <tr><td>PreK4</td><td>27</td><td>6</td></tr> <tr><td>Kindergarten</td><td>45</td><td>12</td></tr> <tr><td>1st Grade</td><td>44</td><td>9</td></tr> <tr><td>2nd Grade</td><td>29</td><td>9</td></tr> <tr><td>3rd Grade</td><td>27</td><td>7</td></tr> <tr><td>4th Grade</td><td>45</td><td>5</td></tr> <tr><td>5th Grade</td><td>42</td><td>12</td></tr> <tr><td>6th Grade</td><td>41</td><td>9</td></tr> <tr><td>7th Grade</td><td>4</td><td>0</td></tr> <tr><td>8th Grade</td><td>7</td><td>3</td></tr> <tr><td>9th Grade</td><td>4</td><td>2</td></tr> <tr><td>10th Grade</td><td>8</td><td>2</td></tr> <tr><td>11th Grade</td><td>1</td><td>0</td></tr> <tr><td>12th Grade</td><td>0</td><td>1</td></tr> </tbody> </table> <table border="1" data-bbox="1102 932 1745 1032"> <thead> <tr> <th>2016</th> <th>2017</th> <th>2018</th> <th>SY18-19 as of 11/18</th> </tr> </thead> <tbody> <tr> <td>37%</td> <td>36%</td> <td>27%</td> <td>9%</td> </tr> </tbody> </table>	10 th Grade	148	11 th Grade	73	12 th Grade	80	Grade Level	# of Students Chronically Absent (15 or more absences)		SY17-18	SY18-19 (as of 11/29/18)	PreK3	2	1	PreK4	27	6	Kindergarten	45	12	1 st Grade	44	9	2 nd Grade	29	9	3 rd Grade	27	7	4 th Grade	45	5	5 th Grade	42	12	6 th Grade	41	9	7 th Grade	4	0	8 th Grade	7	3	9 th Grade	4	2	10 th Grade	8	2	11 th Grade	1	0	12 th Grade	0	1	2016	2017	2018	SY18-19 as of 11/18	37%	36%	27%	9%	
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		<p>Mentor/Mentee Teachers</p> <ul style="list-style-type: none"> ○ 9/24/18 - Teacher concerns/questions regarding IFWs were discussed at ELM ○ 10/1/18 - Teacher concerns/questions regarding IFWs were revisited at ELM <ul style="list-style-type: none"> • Kamaile Academy’s “Great Teacher” Competency Model implemented <ul style="list-style-type: none"> ○ 100% of teachers have had an initial formal meeting w/their administrator ○ Teacher End of Year formal meetings w/their administrator will be completed by the last day of school ○ Kamaile Academy Teacher Support System Implemented • Kamaile Academy Teacher Support System Implemented <ul style="list-style-type: none"> ○ 27 KATSS teams (27 Mentees/14 Mentors) ○ KATSS teams introduced at New Teacher induction on 7/25/18 & 7/26/18 ○ Required team contact time (at least 7.5 hours per Qtr.) ○ One Sub Day provided for KATSS team members to observe & articulate ○ Monthly KATSS meetings held to include: <ul style="list-style-type: none"> ▪ 8/20/18 (KATSS support/Securing Subs) ▪ 9/17/18 (Scheduling Parent Teacher Conferences/Instructional Focus Walks) ▪ 10/15/18 (Title1 Overview/Parent Teacher Conference) 		
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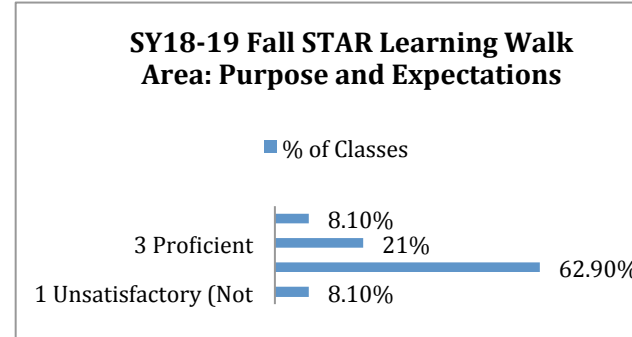
		<ul style="list-style-type: none"> tips/Report Cards) <ul style="list-style-type: none"> ▪ 11/19/18 (Retention Policies) ▪ 12/10/18 (Strategies to support SBA) ▪ 1/14/19 (Saving for retirement) ▪ 2/25/19 (PD Credits & Reclassification) ▪ 3/25/19 (May Fest) ▪ 4/15/19 (EOY procedures) ▪ 5/13/19 (KATSS survey/continued support for next year) 																																																			
<p>20% increase in the percent of classrooms aligned with Powerful Teaching and Learning (as measured by The BERC Group Star Protocol)</p>	<p>The BERC's Group Star Protocol</p>	<ul style="list-style-type: none"> • Summer 2018 ELM team regrouped to look at structure of elementary rdg block & focus support of MTSS Coordinator • Continued contract w/ MTSS Consultant/Coordinator to provide support/feedback for teachers and coaching dept. • Implemented ECRI (Enhanced Core Reading Instruction) in grades K-2 Reading Block. • MTSS Consultant provides training, observation, & feedback re: ECRI • 3 FTE Coaches. <ul style="list-style-type: none"> ○ JC PK-2 ○ NS 3-6 ○ CC 7-12 • Created K-5 uninterrupted "sacred reading block" where specific reading support needs can be identified • Admin weekly walk-through data report in weekly bulletin • Continued time needed to work with teams to unpack CCSS • Course maps almost complete in secondary. Teachers would like to know process/potentially revise process for changing course maps. • 27 KATSS teams (27 Mentees/14 Mentors) 	<ul style="list-style-type: none"> • BERC Fall Observations: 10/29/18 to 11/2/18 <p><u>K-12 Instructional Focus Walk Data (Administration Observations)</u> 1 = Unsatisfactory (Not Observable) 2 = Basic 3 = Proficient 4 = Distinguished (Clearly Observable)</p> <table border="1" data-bbox="1163 893 1684 1198"> <thead> <tr> <th rowspan="2">Focus Indicator of Effective Instruction</th> <th colspan="2">Average Score SY18-19</th> </tr> <tr> <th>Semester 1</th> <th>Semester 2</th> </tr> </thead> <tbody> <tr> <td>Concepts & Process</td> <td>2.51</td> <td></td> </tr> <tr> <td>Purpose & Expectations</td> <td>2.31</td> <td></td> </tr> <tr> <td>Question & Discussion</td> <td>2.32</td> <td></td> </tr> <tr> <td>Environment & Differentiation</td> <td>2.72</td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="1087 1237 1759 1468"> <thead> <tr> <th colspan="4">IFWs</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td colspan="4">Concepts & Process</td> </tr> <tr> <td>12%</td> <td>38.7%</td> <td>36%</td> <td>13.3%</td> </tr> <tr> <td colspan="4">Purpose & Expectations</td> </tr> <tr> <td>9.3%</td> <td>58.7%</td> <td>24%</td> <td>8%</td> </tr> <tr> <td colspan="4">Questions & Discussion</td> </tr> <tr> <td>22%</td> <td>38.7%</td> <td>22.7%</td> <td>16%</td> </tr> </tbody> </table>	Focus Indicator of Effective Instruction	Average Score SY18-19		Semester 1	Semester 2	Concepts & Process	2.51		Purpose & Expectations	2.31		Question & Discussion	2.32		Environment & Differentiation	2.72		IFWs				1	2	3	4	Concepts & Process				12%	38.7%	36%	13.3%	Purpose & Expectations				9.3%	58.7%	24%	8%	Questions & Discussion				22%	38.7%	22.7%	16%	<p>On Track" with implementation of SWP activities</p> <p>"Not On Track" to meet goal based on interim measures</p>
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- KATSS teams introduced at New Teacher induction on 7/25/18 & 7/26/18
- Required team contact time (at least 7.5 hours per Qtr)
- One Sub Day provided for KATSS team members to observe & articulate
- Monthly KATSS meetings held

Implementing PD Plan:

- 7/31/18 PBL training for Grades 3-6 (Consultant Aaron Eisberg)
- 7/30/18 PBL training for Grades PK-2 (Consultant Aaron Eisberg)
- 7/26/18 Eureka Math Training for new teachers.
- 4 days Eureka Math follow-up training planned for Semester 2 (Dates to be determined): Day 1: New Teachers - Focus on Fluency Day 2: New Teachers - Preparation & Customization Day 3: Grade 6 - Solving Word Problems Day 4: Grades K-5 - Solving Word Problems
- ECRI (Enhanced Core Reading Instruction - Reading Street) Training by MTSS Coordinator: 8/30/18, 9/27/18, 11/1/18, 11/29/18
- Reading Program training by Gr.3-6 VP/Coach - 7/30/18 with follow-up in PLCs throughout the year
- Reading Program training by Gr.K-2 VP/Coach - 7/31/18 with follow-up in PLCs throughout the year
- Small Group Training by Gr.3-6 VP/Coach 7/30/18 with follow-up in PLCs throughout year.
- Small Group Training by Gr.K-2 VP/Coach 7/31/18 with follow-up in PLCs throughout year.
- RTI training by MTSS Coordinator for Gr.3-6: 7/30/18, 10/30/18
- RTI training by MTSS Coordinator for Gr.K-2: 7/31/18, 8/30/18, 9/27/18, 11/1/18, 11/29/18
- Reading Plus training Gr.5-6 scheduled for

Environment & Differentiation			
45	34.7%	46.7%	14.7%



ECRI & RTI Implementation		
Grade	% of Overall Implementation Average	
	September	October
K	71%	77%
1	85%	90%
2	84%	84%

Secondary Course Map Implementation:

- 8 out of 13 teachers implementing course maps with relative fidelity
- 10 out of 15 teachers receiving coaching support

Needs:

- 1) Although multiple PD plans exist, there is a need to compile the plans into one plan that includes:
 - 3 year outlook
 - Differentiation based on teacher needs.
- 2) Create a System to evaluate PD implementation.

		<p>1/16/19</p> <ul style="list-style-type: none"> • Lexia training for Gr. K-3 To be scheduled for January 2019 • Tier 3 resource training for Instructional Specialists by MTSS Coordinator: July Follow-up articulation 10/29/18, 11/28/18, 12/12/18. • DRA Training in Grade 3-6 PLCs (by Instructional Coach) • DIBELS Training for Grades K-2 & 3-6 during Vertical Articulation time (by Testing Coordinator) • SBA Training for Secondary during PLC; for grades 3-6 during PLC & Vertical articulation. • SBA sample questions rolled out to new teachers during KATSS 12/10/18 Monthly meeting • Draft 'ike Hawai'i Huaka'i Plan has been submitted w/fieldtrips beginning Qtr. 3 • 8/29/18-10/17/18 Cultural Based • Strategy Cycle of Implementation (PD on 8/29/18) • 12/12/18-1/30/19 Cultural Based Strategy Cycle of Implementation (PD on 8/29/18) • Ola Kamaile Activities/reinforcement of strategies for faculty/staff 15 min at Wednesday afternoon meetings: 11/7/18, 11/21/18, 11/28/18, 1/23/19, 2/20/19, 2/27/19, 3/27/19, 4/24/19, 5/1/19 • Culture Based Fieldtrips Scheduled • 6 Day GLAD training for 9 teachers & 1 Instructional Coach by Kamaile Team of 3 Trainers: 12/13/18 to 12/20/18 • 9/5-7/18 Acting Right Strategies for new Teachers; Lesson planning using Text Card Tableau & other strategies for Gr. K-12(Teaching Artist Sean Layne/Focus Five) • 9/10-10/5/18 Artist in the School Residency for Gr.2&3 Using Drama to support Comprehension (Teaching Artists Dan Kelin & Clara Whippy) • 11/7-12/11/18 Art Bento Residency for Gr.4,5&6 Reading Visual Texts to support 		
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		<p>finding evidence for thinking (Teaching Artists Marcia Pasqua & Laurel Nakanishi)</p> <ul style="list-style-type: none"> • 11/7/18 Reading Visual Texts to support Literacy/Comprehension (Teaching Artist Melanie Rick/Focus Five) • 1/24-25/19 Using Shadow Puppetry as a form of storytelling to learn history Gr.9 & 10 (Teaching Artist Daniel Brash/Focus Five) • 2/25-31/19 PreK Wolf Trap Residency - Using Storytelling to support comprehension of curriculum content (Teaching Artist Kim Baran) • 3/4-8/19 Grade K Wolf Trap Residency - Using Storytelling to support comprehension of curriculum content (Teaching Artist Kim Baran) • Date TBD Grade 1 Wolf Trap Residency - Using Movement to support comprehension of curriculum content (Teaching Artist TBD) • Summer 2018 Kupu Hou PBL training at Mid Pacific Institute (7 Kamaile Teachers) • 2 Days of PBL training to be scheduled 2nd Semester <p>Kamaile’s Great Teacher Competency Model Implemented</p> <ul style="list-style-type: none"> • Approximately 2500 classroom walkthroughs have been conducted by administration. • 74 informal IFWs have been conducted by administration. • 100% of teachers have had an initial formal meeting w/their administrator • Teacher End of Year formal meetings w/their administrator will be completed by the last day of school 		
<p>A collaborative budgeting process including all</p>		<ul style="list-style-type: none"> • July 27 Shared Funding sources and expenditures with faculty in kick off and attached in bulletin • SW enrollment shared weekly (per pupil state funding) • 8/20/18 ELM - Prioritizing Needs 	<p>N/A</p>	<p>“On Track” to Meet Goal</p>

stakeholders will be in place		<p>for leveled library K-12 (faculty updated in bulletin)</p> <ul style="list-style-type: none"> • Meetings held w/ HC Business Manager as needed/requested (CSI meeting 8/14; 8/18 meeting regarding amending Title I/CSI; 8/21 NHP meeting) • 8/17 ELM Title I/CSI summary of funds shared -reviewed & confirmed who is responsible for each line item in FRF • WASC kick off with faculty on 8/12 – self-study/CNA will align w/ a collaborative budgeting process - focus group for “Finance” determined 		
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Reflection Questions:

1. Based on the strategies that were implemented and actions your team took in alignment with the goals...

a. What did you find to be most effective in making progress towards your goal(s)? How do you know? Why do you think that is?

- Monitoring of SW goals and objectives and updating the progress toward the goals/objectives with the same team regularly allowed for collaboration and discussion. Time was carved out into meetings to ensure that this process happened consistently. What gets monitored gets done!
- Prioritizing our SW activities/strategies – focusing on Literacy – Kamaile has so many areas of concern and focusing on everything all at once has been overwhelming and confusing for teachers, especially our new teachers
- Vertical articulation time in clusters (cluster 1: PK-2, cluster 2: 3-6 & cluster 3: secondary) has allowed for:
 - Increase in curriculum alignment
 - Increase in communication between grade levels and across disciplines
 - Differentiation (i.e. data analysis & goal setting – DIBELS in K-2, SBA in 3-6 & Mastery Connect in secondary)
 - Increase in resources beyond a single grade level (mentors & “experts” outside a grade level)
- Increase in walkthroughs/classroom observations by Admin, Coaches & MTSS Consultant provided implementation data of literacy programs/strategies – currently awaiting mid-year data to correlate implementation with academic growth – What gets monitored gets done!
- Continue implementation of Kamaile’s ISA system – Slight increase in daily average attendance rates

b. What did you find to be least effective in making progress towards your goal(s)? How do you know? Why do you think that is?

Focusing on too many areas of concern and implementing too many strategies/activities in isolation

Kamaile Academy’s recent Comprehensive Needs Assessment revealed a lack of clear systems as one of our root causes to low proficiency

rates. Lacking clear systems has led to:

- Unclear focus as a school
- Decisions made in isolation
- Too many plans/activities/strategies aligned to different initiatives
- Strategies done in isolation
- Teachers feeling overwhelmed

Root Causes:

- 1) KAPCS lacks a clear and inclusive decision making process to select professional development opportunities aligned with the needs of the school, teachers, and students
- 2) KAPCS lacks a clear data system that includes analysis, implementation and accountability
- 3) Kamaile needs to adopt instructional practices and strategies that are rigorous and standards-based

2. What implications does this have on your plan moving forward? What support will you need?

- Kamaile will continue to monitor implementation of SW activities/strategies and progress towards meeting goals/objectives and implement the same system of monitoring, collaboration & discussion across the entire school community.
- Prioritize and focus SW activities/strategies (quality vs. quantity)
- Refine data talks and increase consistency in looking at data to monitor implementation, inform decision making and adjust instruction. Carve out time in EL meetings to consistently look at data.
- Administration support is crucial in seeing how all school improvement efforts work together to make an impact on student achievement. Admin classroom observations/visitations (both formal and informal) are necessary for monitoring implementation of SW strategies/activities.

Directions: Upload this document to Title 1 Next and utilize the e-signature function on the task to verify that that it has been shared with all members of you school planning team. You do not need to sign, scan, and submit the PDF version.

Planning Team Role and Name	Date Shared With Team Member(s)
Principal/School Director: Paul Kepka	SWP Monitoring during ELM 12/3/18 12/10/18 12/17/18 12/21/18 (Final report)
Title I Coordinator/Contact: Lisa Nakamura	SWP Monitoring during ELM 12/3/18 12/10/18

	12/17/18 12/21/18 (Final report)
Teacher(s): Executive Leadership Team: N. Zisko (VP), E. Wyand (VP), L. Staib (VP), K. Singletary (SSC), V. Munoz (Curriculum Coordinator), K. Hoppe (Nav Center Director), K. Caceres (Counselor), C. Cabana (Coach), N. Suzuki (Coach) & J. Cruz (Coach)	SWP Monitoring during ELM 12/3/18 12/10/18 12/17/18 12/21/18 (Final report)

**Waimea Middle School
Governing Board Meeting
January 22, 2019
Principal Report**

1. Three 3 Successes of the Last month

Report on 3 great things that happened or were accomplished at your school in the past month; accentuates the positive

#1- We hired a STEAM coordinator. Start date 1/22/19. Brent attended a Full Faculty meeting to get the lay of the land. He met with 2 grade levels to identify needs.

#2- Our Science and Math curriculum is well received by students even though it is hard. It is Problem-Based-Learning and teachers and students are being reflective throughout the process .

#3- Two teachers, one math and one science teacher earned National Boards.

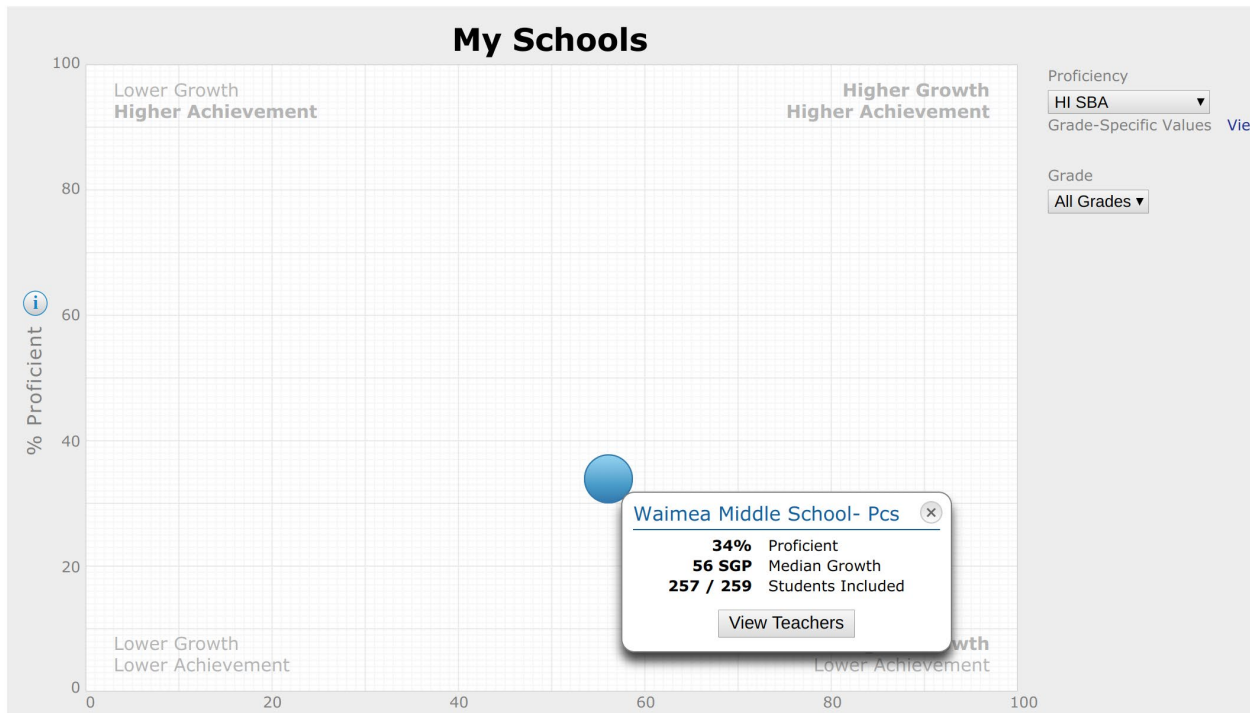
2. Academics

Update on educational initiatives, testing, classroom highlights.

STAR reading November scores- 50% of our students are showing 50% growth

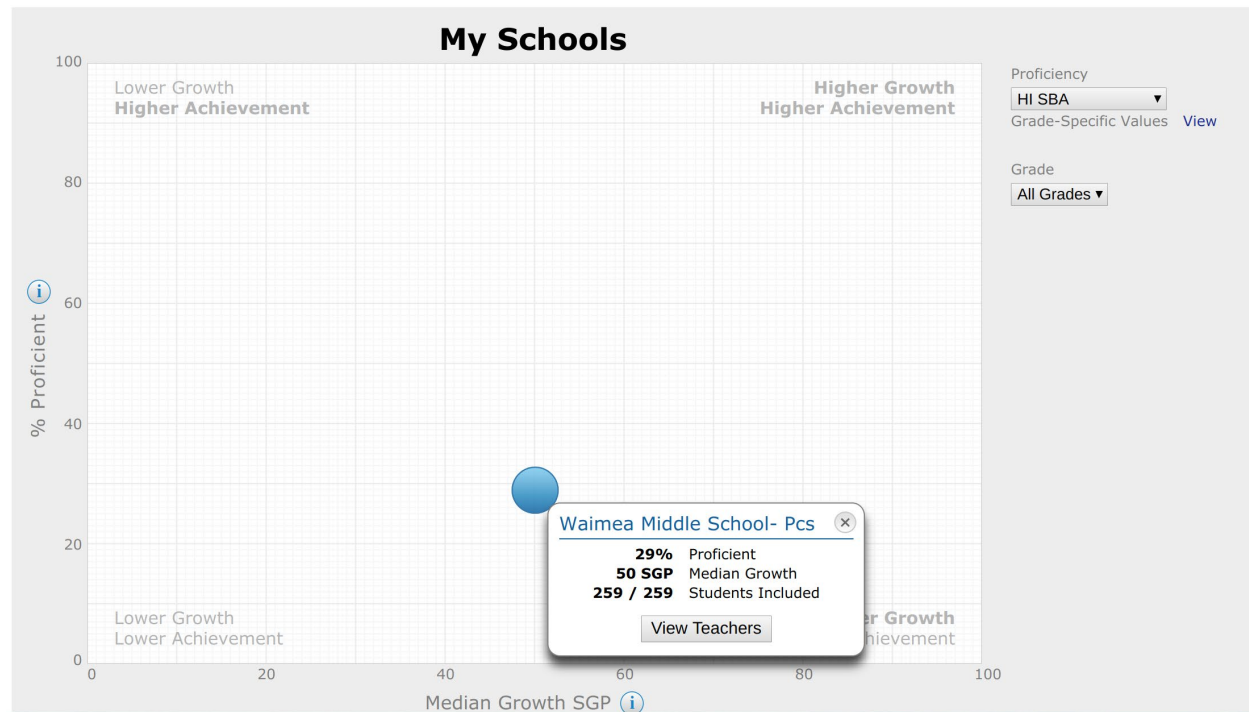
When we look at reading proficiency, here is the graph from STAR

Growth Proficiency Chart



Math shows less proficiency if the STAR universal screener is a predictor of future SBA results.

Growth Proficiency Chart



3. Operations/Finance

Budget update; building repairs- We continue to encounter some new building issues. We have submitted DAGGS requests. The roof flashing looks like it could use some maintenance.

We are working with Orkin to keep the spiders at bay. The custodial staff gave the building a pretty good cleaning over break.

First budget meeting to set an agenda of priorities. The meeting went well. We agreed that office staff attrition would be one way to reduce staff salaries. We feel that we experience some of the grant writing chasing for positions is not a healthy way to fund a school i.e. Connecting for Success grant. Leftover funds are how we fund our Family Engagement person. The funding for that position will end 6/30/19.

4. Human Resources

Personnel issues, new hirings, etc

The long term sub for the Alternative Learning Center was fired. The position is being offered as a Teaching Assistant 2. I hope to list the ALC as a teaching position for SY 2019-20. The leadership staff seemed supportive.

Laz will be submitting retirement paperwork this Spring. End date June.

Guy Newbury retiring 2/28/19. 20 people applied through Indeed based on Chris posting. Two people will be interviewed by 1/23/19. I will offer to one of the two for the remainder of the school year 2018-2019.

Kiki- office staff retirement date is in April. Cost savings will occur for next year.

5. Major needs

What is the BIGGEST challenge you are currently facing? We need more money to run the schedule we

have. We could potentially go into reserves when we keep this Master and Bell Schedule.

How can we make your job easier? Development Help. I am struggling to be all things to all people. My vision for a STEAM PBL school is hard to achieve when we are not financially flush to have direct contact with pupils. The staff wants the Connecting for Success grant type of mentoring (Suzi and Lori) put back in place. The oversight of that grant was huge, but showed huge impact. We are working on trying to keep our Family Engagement/mentoring program in place, but the staff wants more outreach and 1:1 student and counselor time. OHA grant for a counselor not likely this round (SY19-20)

6. Miscellaneous

Anything else to report; March 7 Ho'ike night with student work showcased by 6th and 7th grade. 8th graders will be presenting

April 5 & 6 the Ha summit will be in Waimea. WMS has offered facilities.

7. Questions

HO'OKĀKO'O CORPORATION STRATEGY 2018-2023

I. INTRODUCTION

In October 2017, Ho'okāko'o Corporation ("HC") sent out a request for proposals to design and facilitate the development of a five-year strategic plan. Besides developing strategic priorities, HC also wanted the process to revisit its mission and establish a clearer relationship between HC and its schools.

In February 2018, HC asked Islander Institute ("Islander") to facilitate the process of completing the plan. Islander has a long history with HC. In 2003, under its previous incarnation *3Point Consulting*, Islander's founder worked with HC's founding executive director and board to set up the initial processes for working with DOE schools interested in converting to HC charter schools. In the years thereafter, Islander's founder provided various pro bono services and was a supporter of HC in fundraising and other efforts.

In 2014, HC requested Islander's help because the organization was facing a number of internal challenges. Islander facilitated an important board retreat in July 2014 and conducted an assessment of the organization culminating in June 2015 with a report that identified four main findings and suggested next steps.

Today, as we near the end of 2018, Islander is honored to have been witness to the full scale evolution of HC into an organization that seems to be in full stride through years of hard work and dedication by community volunteers, school-based educators, administrators, support staff, and board members. The strategy contained in this document addresses the most important issues facing HC and its constituents, and paves the way for years of making important, positive impacts on the lives of students and their communities.

II. PROCESS AND OVERVIEW

Planning Committee

Islander worked with HC's development committee, which also served as HC's strategic planning committee. With the help of the committee and HC's executive director, Islander designed the process, including school engagement, questions, and planning with the rest of the HC board. Islander reviewed existing HC materials including school-level plans, and attended a board meeting in April 2018 to introduce the process.

One of the key ideas that emerged from this stage was that the strategic plan would be an “umbrella plan” that would serve the entire organization including HC schools. This concept helped guide the planning process to focus on broad issues facing HC as a whole and its overall mission, while also listening to schools for how HC could better support their unique school-level strategies. Islander believes this idea of the “umbrella plan” may not have been possible in previous years. In fact, in 2015 it was recommended that HC and its schools were not ready to plan, and instead would be better off working on internal issues. HC did just that. Today, we find the organization more than ready and capable to work together toward a better future. A clear relationship between HC and its schools has been established and is showing many positive signs.

Outreach

Building off existing relationships with HC schools established in 2014-15, Islander embarked on a similar process of working with school principals to determine the best way of engaging with their school communities at the end of school year 2017-18. Scheduling these meetings was somewhat difficult due to principal transitions at two of the three schools, however Islander was eventually able to have positive interactions with all three. The goals of these exchanges were to hear directly from the school on their strengths and needs, their current assessment of their relationship with HC, and their long-term vision. The engagement with the schools happened in various ways according to principal recommendations. This included small, informal talk stories, school wide meetings, one-on-one meetings, and questionnaires. Conversations included school administrators, teachers, school staff, Local Advisory Panel (LAP) members, and others. Islander also talked with HC staff and board members.

A number of important themes emerged and are detailed in *Section III* below. But perhaps the most important takeaway was the successful transition made by HC and its school communities since 2015. Islander found a noticeable positive difference in the climate and culture of the schools. Of course there are still challenges including some lingering hard feelings and/or ambivalence toward HC, but the level of trust and communication has increased dramatically. Furthermore, each school demonstrates a degree of autonomy, strategy, and direction that is designed specifically for its community. Each school seems to have found its own personality with HC moving more into the background as a silent, but effective supporter of school efforts. As such, the idea of this plan being an “umbrella plan” that will give HC direction as it seeks to better support and sustain efforts seems very workable.

Plan Development

On August 15, 2018, Islander facilitated a board retreat along with the three school principals and HC's executive director. Islander reviewed the themes that emerged from our conversations as a backdrop for developing a strategy. A plan was then drafted and distributed to be finalized with input from schools (under the direction of principals) and select external stakeholders.

III. THEMES FOR STRATEGY DEVELOPMENT

The following is a summary of the most frequent sentiments expressed during meetings with schools, HC board members, and HC staff. These themes formed the backdrop for strategy development with the HC board, executive director, and educational officers:

School-Level Success

- **Responsive to students.** Each HC school demonstrates a clear value of putting its students first and building the school around their particular learning needs. That value seems to supersede all others--a good sign since being student-centered is vital to the charter school promise.
- **Innovation, flexibility in education program.** Each of the three HC schools is taking good advantage of the flexibility granted to them as charter schools. It also feels like this culture of innovation has settled into the schools. The schools look and feel like charter schools--much more so than when Islander visited them years ago.
- **Ownership.** There seems to be a greater and more distributed sense of ownership at the school level--parents, faculty, community members, and/or principal depending on the school.
- **Morale better.** Particularly in areas where challenges were severe in past years, morale seems improved. People seem focused on their students and schools and less on HC.

School Autonomy

- **Empowerment.** The locus of decision making has clearly moved to the school level with HC acting more like a support organization, despite its continuing function as the school board. The principal search for Waimea--where the final decision was made at the school community level--is a primary example of the shift in how decisions are made.
- **Principal accountability.** Principals are clearly accountable for what happens in their school, and yet, there is a way for them to receive guidance or help from HC should they need it. What remains less clear in practice is the way in which principals are evaluated by HC and how this process could be improved.

- **Sustaining school programs.** All schools have found some success in school-based fundraising. The role of HC in fundraising varies, but each school seems to be keying in on unique fundraising advantages in their communities.
- **Role of the LAP.** The LAPs at the three schools are quite different in their roles, utilization, compositions, and relationship to principals. This makes it seem as though the role of the LAP is also something that is a school-based decision and function.

Value of HC to Schools

- **Valuable back office support.** Most people at the school level seemed focused on teaching. Other than the principal and certain administrative staff, most school personnel have little to no idea what HC does. Those involved in the back-office functions had generally positive things to say about HC services. For the most part, these services are seen as transactional--in exchange for the fees that are paid. No one at the school level indicated that they feel part of a broader "HC system."
- **Valuable networking, exchanges.** Some (not many) teachers expressed that they had a chance to visit and exchange with other HC schools. Those who had those experiences spoke glowingly of them. They found the experiences to be very positive and valuable.
- **Educational value of HC?** No one mentioned any felt impact or influence of HC (other than the principals, who are HC's educational officers) on education at the school level. This function--to provide educational excellence--seems completely moved to the school level.

What Is an HC School?

- **HC identity does not really exist at the schools.** Outside of the HC board, most people have little notion or concern for what makes their school an HC school. Most people at the school level have little or no contact with HC.
- **Some HC core principles in common.** Based on the core principles set by HC in 2016, the three schools do exhibit some commonalities including the integration of Native Hawaiian culture, schools being community owned and run, and use of research-based educational strategies.

Sustaining HC

- **Making the case to core funders.** As HC entertains expansion and adjustments to its mission, now may be a good time to refresh the value proposition of HC to core institutional funders and supporters, such as Kamehameha Schools.

- **Expansion of services.** There has been much talk about the prospects of HC expanding services to other schools. Issues include how those relationships might be set up including staffing requirements to service more schools, fee structure, and governance.

HC Board

- **Role and time commitment of HC board.** Comments about the current board were positive, but one challenge has been the limited time that board members have to spend on HC, particularly given the dual roles (nonprofit and school board), the need to be present at schools, and the future needs outlined in this next strategic plan.
- **One per school community.** Some at the school level feel it is critical to have one active HC board member from each school community to ensure transparency and good communication.
- **Other thoughts about board number and composition.** Some questions include whether the board should expand and what kinds of people would make good board members. This could include people with more of an educational background and LAP members.
- **Transparency.** Some school stakeholders mentioned a desire for more transparency and accessibility in HC board meetings.

IV. MISSION STATEMENT

At the HC strategic planning retreat, participants reviewed the vision and mission statements of the organization. It is clear that HC has evolved significantly from its initial launch and over recent years. Based on everyone's input and further refinement by the strategic planning committee, the following is the new mission statement for HC, which will serve as the single organizing statement. A vision statement may be created at a later time if it is deemed useful:

We empower communities to develop high quality, student-centered, and sustainable Hawaiian-focused charter schools by providing exceptional educational support services, mutual accountability, and a culture of learning.

V. STRATEGIC PRIORITIES AND GOALS

The following are the five priorities that will be the focus of HC's strategic efforts over the next five years. Each priority has a set of goals. The executive director will develop plans and oversee achievement of these goals while navigating the operational conditions that emerge over the next five years.

Priority #1 - Solidify our school identities as Empowered, Community Based, Hawaiian-focused charter schools

Rationale: Since the time of HC's conception, great innovations and progress have been made in the education of Hawaiian students, particularly among Hawaiian-focused public charter schools, Hawaiian immersion schools, community-based cultural programs, the Office of Hawaiian Education, and efforts of the Ali'i Trusts including Kamehameha Schools. Today, HC schools are hitting their strides by refining their unique approaches to education in their communities. More than ever, it is critical for HC and its schools to contribute to and benefit from the broader movement, while continuing to strengthen community-based identities and autonomy.

Goals:

- 1.1 Continue successes and grow the implementation of Hawaiian Culture-based Education (HCBE) teaching strategies and principles
- 1.2 Encourage, foster, and support collaborative learning opportunities between HC schools and get more engaged with the broader movement of Hawaiian-focused charter schools
- 1.3 Empower our Principals to become the Instructional Leaders of our schools

Priority #2 - Define success based on our schools' accomplishments and shared values, then integrate and communicate these measures broadly

Rationale: HC schools have important stories to tell about improving education and building community empowerment. It is time for HC to revisit its definitions of success, starting with the successes and hopes that exist currently in its three schools. In past years, HC spent time defining general desired traits and values for its schools. HC now wants to take that to the next level so that it can develop more targeted plans and systems of accountability, build greater understanding with parents and community members, share successes to affect education policies, and garner more support and funding for collective efforts.

Goals:

- 2.1 Identify and build on areas of success, as defined by our values that currently exist in our schools
- 2.2 Identify and develop measurements and indicators of student achievement, student happiness and wellness, and community engagement
- 2.3 Develop an accountability system that corresponds to our new indicators of success, in order to provide direction, guidance, feedback, and continual improvement opportunities
- 2.4 Develop a communications plan that articulates how to talk about the success of HC schools and HC values to internal audiences, education stakeholders, school communities, and the broader public

Priority #3 - Increase long-term financial sustainability

Rationale: Without a doubt, HC will continue to nurture its relationship with current funders while cultivating new ones. With other parts of this strategy in place, HC will make an even stronger case for continued support. At the same time, now is the time to seriously explore new revenue streams to ensure HC can provide needed school support in the event that current funding streams diminish or come to an end. This is also to ensure that HC can provide supplemental support for other emerging school needs such as facility improvements.

Goals:

- 3.1 Conduct a feasibility study, including a cost-benefit analysis, of fee-for-service and other expansion opportunities that might increase net revenues
- 3.2 Refine efforts to obtain institutional support from current and new funders by making a strong, current case for HC's purpose and impact
- 3.3 Develop a long-term facilities plan for all schools to be integrated into resource planning

Priority #4 - Build organizational resilience

Rationale: HC's support services are highly reliant on a small group of individuals who have developed specialized knowledge and experience in this unique line of work. For the sake of the schools and their students, HC wants to be proactive and develop greater depth and resilience in the organization so that the system can move into the future with greater confidence and stability. HC will do this by steadily strengthening board, staff, schools and systems over the coming years.

Goals:

- 4.1 Diversify schools and HC administrative capacities to reduce risks of disruption due to HC staff absence or turnover
- 4.2 Pending a feasibility study (see 3.1), consider expansion of services as a possible opportunity to hire and cross-train additional staff in HC and improve resilience
- 4.3 Consider institutionalizing new systems, adopting technologies, and developing procedures that lessen the pressure on HC's board & staff
- 4.4 Strengthen the HC board by expanding its membership, increasing its expertise in needed areas, distributing responsibilities, and ensuring school-community representation

Priority #5 - Increase the capacity of schools to engage and build community

Rationale: Morale and communication in HC and its schools have increased substantially over the past few years, but HC will not take this for granted, nor fail to recognize that there is still room to improve trust and cooperation. Furthermore, HC is entirely committed to the idea of community-driven schools, and HC recognizes that community building is an ongoing process that requires sustained effort over time.

Goals:

- 5.1 Promote increased community ownership of schools by improving communications (see 2.4), specifically to bolster LAP meetings and public functions
- 5.2 Ensure that each school has an engaged representative on the board who is from the school community and accessible to the principal
- 5.3 Provide opportunities for LAP members of different schools to interact, build relationships, and learn from one another
- 5.4 Promote and protect a culture of transparency and dialogue between the community and HC to continually help each other understand the basis and impacts of decisions and policies.

HO'OKĀKO'O CORPORATION STRATEGY 2018-2023

*Implementation Framework
January 2019*

Priority #1 - Solidify our school identities as Empowered, Community Based, Hawaiian-focused charter schools

Goals:

- 1.1 Continue successes and grow the implementation of Hawaiian Culture-based Education (HCBE) teaching strategies and principles
- 1.2 Encourage, foster, and support collaborative learning opportunities between HC schools and get more engaged with the broader movement of Hawaiian-focused charter schools
- 1.3 Empower our Principals to become the Instructional Leaders of our schools

What does achievement look like?:

Ho'okāko'o will have its own, demonstrable, living brand of HCBE that is not dependent on consultation from Kamehameha Schools or others for definition or sustainability.

Roles:

Schools	HC	Board
<p>As the academic officers, principals will define HCBE for Ho'okāko'o</p> <ul style="list-style-type: none"> ● Commitment to and movement toward these goals ● Implement HCBE programs ● Define the HCBE organizational culture in their schools ● Develop community-relevant opportunities 	<p>HC will facilitate opportunities for schools to adopt and create more HCBE depth</p> <ul style="list-style-type: none"> ● Find new resources/funding for professional development ● Strengthen existing partnerships ● Develop new partnerships ● Facilitate networking opportunities in broader HCBE movement ● Scan environment for new developments and opportunities 	<p>Board will sustain the overall commitment to HCBE</p> <ul style="list-style-type: none"> ● Increase board's own understanding of HCBE ● Follow progress and developments in HC and schools ● Adopt language and culture of HC's brand of HCBE ● Learn to promote HC schools as empowered HCBE schools

Priority #2 - Define success based on our schools' accomplishments and shared values, then integrate and communicate these measures broadly

Goals:

- 2.1 Identify and build on areas of success, as defined by our values, that currently exist in our schools
- 2.2 Identify and develop measurements and indicators of student achievement, student happiness and wellness, and community engagement
- 2.3 Develop an accountability system that corresponds to our new indicators of success, in order to provide direction, guidance, feedback, and continual improvement opportunities
- 2.4 Develop a communications plan that articulates how to talk about the success of HC schools and HC values to internal audiences, education stakeholders, school communities, and the broader public

What does achievement look like?:

Ho'okāko'o will (a) gather information from schools and other sources, (b) define clear whole measures of success that go beyond academic achievement, (c) develop an accountability system around those measures, and (d) effectively communicate these measures of success to broader audiences.

Roles:

Schools	HC	Board
<p>As the biggest stakeholders in the outcomes of this process, schools will participate in the effort and provide vital input at all stages</p> <ul style="list-style-type: none"> ● Provide information about current successes and measures to help task-force develop an initial framework ● Participate as appropriate in task force ● Test ideas where possible and provide feedback 	<p>HC will staff and support the board driven process</p> <ul style="list-style-type: none"> ● Participate fully in task force ● Hire consultants or engage partners as necessary ● Provide insights on feasibility and implementation 	<p>Board will drive this process to completion</p> <ul style="list-style-type: none"> ● Develop a board-led task force ● Develop a process, plan, and timeline for information gathering (2.1), measures and indicators (2.2), accountability system (2.3), and communications plan (2.4) ● Collect and carefully consider school and other input ● Meet regularly until process is complete

Priority #3 - Increase long-term financial sustainability

Goals:

- 3.1 Conduct a feasibility study, including a cost-benefit analysis, of fee-for-service and other expansion opportunities that might increase net revenues
- 3.2 Refine efforts to obtain institutional support from current and new funders by making a strong, current case for HC’s purpose and impact
- 3.3 Develop a long-term facilities plan for all schools to be integrated into resource planning

What does achievement look like?:

Ho’okāko’o will decrease its dependence on private foundation and federal grants, and have a long term plan for facilities:

Earned revenues goal: \$_____ ___% of budget

Individual/Corporate donations goal: \$_____ ___% of budget

Roles:

Schools	HC	Board
<p>Schools will focus on building their own fundraising foundations for school-based programming and will participate in facilities planning</p> <ul style="list-style-type: none"> ● Continue developing school-based fundraising efforts ● Cooperate with other HC development efforts ● Participate in facilities meetings 	<p>HC will develop new earned revenue ventures, continue to develop other revenue streams, continue to help schools fundraise, and oversee development of a facilities plan</p> <ul style="list-style-type: none"> ● Pilot and evaluate new fee-for-service ventures (hire staff if needed); develop business model and expand as feasible ● Continue to support school-based fundraising and overall grant writing ● Support board-led fundraising efforts ● Call initial facilities meetings and identify resources and other technical assistance to aid in the process 	<p>Board will lead the implementation of consultant designed Major Gift effort</p> <ul style="list-style-type: none"> ● Review and implement consultant fund development plan ● General oversight of fundraising and facilities planning ● Possible participation in facilities planning

Priority #4 - Build organizational resilience

Goals:

- 4.1 Diversify schools and HC administrative capacities to reduce risks of disruption due to HC staff absence or turnover
- 4.2 Pending a feasibility study (see 3.1), consider expansion of services as a possible opportunity to hire and cross-train additional staff in HC and improve resilience
- 4.3 Consider institutionalizing new systems, adopting technologies, and developing procedures that lessen the pressure on HC’s board & staff
- 4.4 Strengthen the HC board by expanding its membership, increasing its expertise in needed areas, distributing responsibilities, and ensuring school-community representation

What does achievement look like?:

Ho’okāko’o will be (a) less susceptible to disruption caused by staff absence or turnover, (b) less siloed will more shared understanding of different roles among staff, staff-board, and HC-schools, and (c) more efficient, willing to test and adopt new systems, technologies and procedures.

Roles:

Schools	HC	Board
<p>Schools will stay apprised of new developments and provide feedback to improve HC</p> <ul style="list-style-type: none"> ● Engage closely with community-based representative to HC board to ensure good two-way communication and accountability 	<p>HC will focus on administrative capacity, cross training, and systems to reduce risk and improve efficiency</p> <ul style="list-style-type: none"> ● Develop a reliable pool of accounting and HR contractors that HC can count on ● Continue to provide training at the school level to minimize disruptions in case of absence or turnover ● Cross-train personnel so people can cover for one another ● Complete implementation of new attendance system 	<p>Board will focus on expanding its expertise to match priorities, and building a stronger connection with the communities that HC serves</p> <ul style="list-style-type: none"> ● Make sure there is a member from each school community ● Consider changing committee structure or developing ad hoc committees or task forces to best lead strategic priorities ● Bring on new board members who understand business development, accounting, HR and other relevant skill sets that match strategic priorities

Priority #5 - Increase the capacity of schools to engage and build community

Goals:

- 5.1 Promote increased community ownership of schools by improving communications (see 2.4), specifically to bolster LAP meetings and public functions
- 5.2 Ensure that each school has an engaged representative on the board who is from the school community and accessible to the principal
- 5.3 Provide opportunities for LAP members of different schools to interact, build relationships, and learn from one another
- 5.4 Promote and protect a culture of transparency and dialogue between the community and HC to continually help each other understand the basis and impacts of decisions and policies.

What does achievement look like?:

Trust and communication between HC and schools will continue to grow with an increased sense of shared values and goals.

Roles:

Schools	HC	Board
<p>Schools will set and pursue their own goals to increase community engagement; schools will also share what they learn with other HC schools</p> <ul style="list-style-type: none"> ● Continue to develop the roles, commitment, and engagement of LAPs; share ideas with other HC schools ● Strengthen working partnerships with key LAP members and HC board representative(s) ● Increase communication and understanding with HC 	<p>HC will provide support for school-based community engagement and facilitate good two-way communication between schools and HC</p> <ul style="list-style-type: none"> ● Create opportunities for LAP members of different schools to interact and learn ● Support community engagement efforts of schools; provide communications support as appropriate 	<p>Board will ensure community-based participation in HC leadership and develop a culture of transparency and inclusion</p> <ul style="list-style-type: none"> ● Re-examine board engagement with communities and make design changes as needed ● Provide opportunities to strengthen relationships among HC volunteers (board, LAP, others)

Hawai'i State Legislature
 2018 29th Legislature
 Charter School Related Bills - 2018

Focus	Bill	Companion	Measure Title	Report Title	Description	Current Status	Introducer(s)	Current Referral
Charter Governing Boards	SB2391 SD1		RELATING TO CHARTER SCHOOL GOVERNING BOARDS	Charter Schools; Governing Boards; Mandatory Training	Requires the governing boards of charter schools to attend annually mandatory training sessions that cover the topics of ethics, procurement, and fiduciary responsibilities.	2/9/2018 S The committee(s) on GVO recommend(s) that the measure be PASSED, WITH AMENDMENTS. The votes in GVO were as follows: 3 Aye(s): Senator(s) Kim, Ruderman, Galuteria; Aye(s) with reservations: none ; 0 No(es): none; and 2 Excused: Senator(s) Keith-Agaran, K. Rhoads. 2/9/2018 S The committee(s) on EDU recommend(s) that the measure be PASSED, WITH AMENDMENTS. The votes in EDU were as follows: 4 Aye(s): Senator(s) Kidani, K. Kahele, Espero, Kim; Aye(s) with reservations: none ; 0 No(es): none; and 1 Excused: Senator(s) Dela Cruz. 2/16/2018 S Reported from EDU/GVO (Stand. Com. Rep. No. 2447) with recommendation of passage on Second Reading, as amended (SD 1) and referral to JDC. 2/16/2018 S Report adopted; Passed Second Reading, as amended (SD 1) and referred to JDC.	KIDANI, HARIMOTO, INOUE, WAKAI, S. Chang, Dela Cruz, English, Galuteria, Riviere, Shimabukuro	EDU/GVO, JDC
Charter Housekeeping	HB2716		RELATING TO CHARTER SCHOOLS	Public Charter Schools; Housekeeping	Amends the Public Charter Schools Law to align the requirements for charter schools. Provides clarity and definitions to the law and makes conforming amendments for issues arising from the 2016 Board of Education special review. Makes other housekeeping amendments.	H 1/29/2018: Referred to EDN, LAB, FIN, referral sheet 9	SOUKI	EDN, LAB, FIN
Disaster Preparedness	HB1728		RELATING TO DISASTER PREPAREDNESS.	Department of Education; Public Schools; Disaster and Attack Preparedness Plan; Emergency Supplies; Appropriation (\$)	Requires each public school to develop a disaster and attack preparedness plan by 9/1/2018 that includes shelter-in-place drills. Requires each school to maintain emergency goods sufficient for at least 48 hours in its facilities. Appropriates funds for emergency goods.	H 1/17/2018: Referred to PBS, EDN, FIN, referral sheet 3	WARD, BROWER, CACHOLA, CREAGAN, ITO, MIZUNO, SAY, MCDERMOTT, LoPresti, Souki	PBS, EDN, FIN
Facilities	HB2508 HD1 SD2		RELATING TO CHARTER SCHOOLS	Charter Schools; Facilities Funding; Infrastructure (\$)	Appropriates funds for infrastructure costs, the rental or lease of charter school facilities, and the repair and maintenance of network infrastructure of charter schools.	4/16/2018 S Conference committee meeting to reconvene on 04-26-18 2:15PM in conference room 312. 4/26/2018 S Conference committee meeting to reconvene on 04-27-18 1:00PM in conference room 312.	WOODSON, AQUINO, BROWER, GATES, HASHEM, ING, JOHANSON, KEOHOKALO, KONG, C. LEE, LOWEN, MORIKAWA, NAKAMURA, NAKASHIMA, NISHIMOTO, OHNO, QUINLAN, SAN BUENAVENTURA, TODD	EDU, WAM

Focus	Bill	Companion	Measure Title	Report Title	Description	Current Status	Introducer(s)	Current Referral
Facilities	SB2382 SD1 HD1 CD1		RELATING TO CHARTER SCHOOLS	Department of Accounting and General Services; Vacant Department Facilities; Surveys and Reports; State Public Charter School Commission	Requires the Department of Accounting and General Services to conduct semi-annual surveys of all departments concerning any unused facilities that may be used by public charter schools and maintain an inventory of all such unused facilities. Requires the Department of Accounting and General Services to provide semi-annual reports on the inventory potentially useable unused department facilities to the state public charter school commission.	5/3/2018 S Enrolled to Governor. 7/5/2018 H Act 085, on 06/29/2018 (Gov. Msg. No. 1186). 7/5/2018 S Act 085, 06/29/2018 (Gov. Msg. No. 1186).	KIDANI, S. CHANG, Harimoto, Wakai	EDN, FIN
Facilities	SB2907		RELATING TO CHARTER SCHOOLS	Charter Schools Facilities Special Fund; Establishment	Establishes a special fund for public charter school facilities funding. Provides assessment exemptions.	S 1/24/2018: Referred to EDU, WAM.	TOKUDA, BAKER, ENGLISH, KEITH-AGARAN	EDU, WAM
Facilities & School Meals	HB2509 HD1		RELATING TO CHARTER SCHOOLS	Charter Schools; Facilities Funding; Infrastructure; Meals; Transportation (\$)	Appropriates funds for infrastructure costs, the rental or lease of charter school facilities, and the repair and maintenance of network infrastructure of charter schools. Appropriates funds for meal services and student transportation at charter schools.	2/6/2018 H Passed Second Reading as amended in HD 1 and referred to the committee(s) on FIN with none voting aye with reservations; none voting no (0) and Representative(s) Har, Kong, Souki excused (3).	WOODSON, AQUINO, BROWER, GATES, HASHEM, ING, JOHANSON, KEOHOKALO, KONG, C. LEE, LOWEN, MORIKAWA, NAKAMURA, NAKASHIMA, NISHIMOTO, OHNO, QUINLAN, SAN BUENAVENTURA, TODD, Onishi	EDN, FIN
Procurement	HB2176 HD2 SD2	SB2545	RELATING TO EDUCATION	Department of Education; Department of Commerce and Consumer Affairs; Procurement Contracts; Student Transportation; Construction; Protest Adjudication; Appeal; Attorney Fees	Bars judicial review of Department of Commerce and Consumer Affairs' decisions on protests to the award of procurement contracts for student transportation or education facility construction. Requires parties who protest the award of a contract to pay attorney fees and costs resulting from the delay of the contract if the Department of Commerce and Consumer Affairs upholds the Chief Procurement Officer's decision denying the protest.	4/16/2018 H House Conferees Appointed: Johanson, Nishimoto, Yamashita Co-Chairs; Tupola. 4/16/2018 S Received notice of appointment of House conferees (Hse. Com. No. 609). 4/23/2018 S Senate Conferees Appointed: Kidani Chair; Galuteria Co-Chair; K. Kahele. 4/23/2018 H Received notice of Senate conferees (Sen. Com. No. 827).	YAMASHITA, CULLEN, DECOITE, ICHIYAMA, JOHANSON, KONG, MCKELVEY, NISHIMOTO, ONISHI, WOODSON, San Buenaventura	EDU, WAM
Procurement	SB2545	HB2176 HD1	RELATING TO EDUCATION	Department of Education; Department of Commerce and Consumer Affairs; Procurement Contracts; Student Transportation; Construction; Protest Adjudication; Appeal; Attorney Fees	Bars judicial review of Department of Commerce and Consumer Affairs' decisions on protests to the award of procurement contracts for student transportation or education facility construction. Requires parties who protest the award of a contract to pay attorney fees and costs resulting from the delay of the contract if the Department of Commerce and Consumer Affairs upholds the Chief Procurement Officer's decision denying the protest.	3/22/2018 S Reported from WTL/AEN (Stand. Com. Rep. No. 3080) with recommendation of passage on Second Reading, as amended (SD 1) and referral to WAM. 3/22/2018 S Report adopted; Passed Second Reading, as amended (SD 1) and referred to WAM.	KEITH-AGARAN, BAKER, ENGLISH, INOUYE	EDU/GVO, JDC/WAM

Focus	Bill	Companion	Measure Title	Report Title	Description	Current Status	Introducer(s)	Current Referral
School Meals	SB2527		RELATING TO EDUCATION	Department of Education; School Meals; Public Charter Schools	Requires the Department of Education to provide school meals to all public charter schools.	1/31/2018 S The committee(s) on EDU recommend(s) that the measure be PASSED, UNAMENDED. The votes in EDU were as follows: 4 Aye(s): Senator(s) Kidani, K. Kahele, Dela Cruz, Espero; Aye(s) with reservations: none ; 0 No(es): none; and 1 Excused: Senator(s) Kim. 2/8/2018 S Reported from EDU (Stand. Com. Rep. No. 2098) with recommendation of passage on Second Reading and referral to WAM. 2/8/2018 S Report adopted: Passed Second Reading and referred to WAM	INOUYE, ESPERO, GALUTERIA, K. KAHELE, KIDANI, SHIMABUKURO, Baker, Riviere	EDU, WAM
School Meals	SB3060		RELATING TO CHARTER SCHOOLS	School Meals; Charter Schools; Department of Education; Appropriation (\$)	Requires the department of education to provide school meals to students at charter schools. Appropriates funds for costs of meals.	2/8/2018 S The committee(s) on EDU has scheduled a public hearing on 02-14-18 3:05PM in conference room 229. 2/9/2018 S The committee(s) on EDU deleted the measure from the public hearing scheduled on 02-14-18 3:05PM in conference room 229. 2/9/2018 S The committee(s) on EDU has scheduled a public hearing on 02-12-18 2:50PM in conference room 229. 2/12/2018 S The committee on EDU deferred the measure	K. KAHELE, S. CHANG, GALUTERIA, INOUYE, KIDANI, RUDERMAN	EDU, WAM
Start-Up Grants	HB2167 HD1		RELATING TO CHARTER SCHOOLS	State Public Charter School Commission; New Charter Schools; Start-Up Grants; Appropriation (\$)	Appropriates moneys for start-up grants for one or more new pre-opening public charter schools.	2/9/2018 H Passed Second Reading as amended in HD 1 and referred to the committee(s) on FIN with none voting aye with reservations; none voting no (0) and Representative(s) Har, McDermott, Souki, Tupola, Woodson excused (5).	WOODSON, CREAGAN, DECOITE, GATES, ICHIYAMA, JOHANSON, KONG, C. LEE, MCKELVEY, NAKASHIMA, NISHIMOTO, OHNO, ONISHI, QUINLAN, SAIKI, TAKUMI, TODD, Belatti, Brower, Evans, Ing.	EDN, FIN
State Budget	HB1900 HD1 SD2 CD1		RELATING TO THE STATE BUDGET	State budget	To adjust and request appropriations for Fiscal Biennium 2017- 19 funding requirements for operations and capital improvement projects of Executive Branch agencies and programs.	4/26/2018 S Received notice of passage on Final Reading in House (Hse. Com. No. 676). 6/25/2018 H Act 053, on 06/22/2018 (Gov. Msg. No. 1153). 6/25/2018 S Act 053, 06/22/2018 (Gov. Msg. No. 1153)	SAIKI (Introduced by request of another party)	WAM
State Budget	SB2065	HB1900	RELATING TO THE STATE BUDGET	State budget. (\$)	To adjust and request appropriations for Fiscal Biennium 2017- 19 funding requirements for operations and capital improvement projects of Executive Branch agencies and programs.	S 1/22/2018: Referred to WAM.	KOUCHI (Introduced by request of another party)	WAM

Focus	Bill	Companion	Measure Title	Report Title	Description	Current Status	Introducer(s)	Current Referral
Teacher Housing	SB2278 SD2 HD1		RELATING TO TEACHER HOUSING	Teacher Home Assistance Program; Hawaii Housing Finance and Development Corporation; Appropriation (\$)	Establishes the teacher home assistance program to be administered by the Hawaii Housing Finance and Development Corporation to provide housing vouchers to full-time teachers employed by the department of education, including teachers at public charter schools, who teach in a hard-to-fill school, as determined by the department of education, and whose household income does not exceed eighty per cent of the area median income. Appropriates funds.	3/22/2018 H Reported from HSG/EDN (Stand. Com. Rep. No. 1297-18) as amended in HD 1, recommending passage on Second Reading and referral to FIN. 3/22/2018 H Passed Second Reading as amended in HD 1 and referred to the committee(s) on FIN with none voting aye with reservations; none voting no (0) and Representative(s) Fukumoto, Johanson, C. Lee, Souki, Todd excused (5).	S. CHANG, Galuteria	HSG/EDN, FIN
Teacher Housing	SB2855		RELATING TO TEACHER HOUSING	Housing Voucher Program; Full-time Teachers; Hawaii Housing Finance and Development Corporation	Authorizes the Hawaii housing finance and development corporation to develop and implement a housing voucher program for full-time teachers employed by the department of education or at a public charter school.	2/8/2018 S The committee on EDU deferred the measure. 2/8/2018 S The committee on HOU deferred the measure.	S. CHANG	HOU/EDU, WAM
Teacher incentives	HB2162 HD1 SD1		RELATING TO TEACHER INCENTIVES	Charter Schools; Teacher Incentives; Teacher Bonuses; Appropriation (\$)	Charter Schools; Teacher Incentives; Teacher Bonuses; Appropriation (\$) RELATING TO TEACHER INCENTIVES. Clarifies that funds for bonuses required by statute or collective bargaining shall not be paid out of a charter school's facilities funding or per-pupil funds. Requires, beginning with fiscal year 2018-2019, that such bonuses be separate line items in the budget. Appropriates funds for teacher bonuses for hard-to-fill placement incentives and National Board certified teacher incentives for charter school teachers.	4/25/2018 S Conference committee meeting to reconvene on 04-26-18 2:15PM in conference room 312. 4/26/2018 S Conference committee meeting to reconvene on 04-27-18 1:00PM in conference room 312.	WOODSON, BROWER, CREAGAN, EVANS, JOHANSON, KONG, C. LEE, LOPRESTI, MCKELVEY, MORIKAWA, NAKASHIMA, NISHIMOTO, OHNO, ONISHI, QUINLAN, SAIKI, TAKUMI, TODD	EDU, WAM
Public Education Funding	SB2261 SD1		RELATING TO PUBLIC EDUCATION	Public Education Funding; General Excise Tax; Special Fund	Establishes the education special fund and allocates twenty-five per cent of the general excise tax revenue to be deposited into the education special fund to fund public education.	2/16/2018 S Reported from EDU (Stand. Com. Rep. No. 2448) with recommendation of passage on Second Reading, as amended (SD 1) and referral to WAM. 2/16/2018 S Report adopted; Passed Second Reading, as amended (SD 1) and referred to WAM.	KIM, ESPERO, HARIMOTO, K. KAHELE, KEITH-AGARAN, KIDANI, NISHIHARA, RUDERMAN, S. Chang, Dela Cruz, Gabbard, Ihara, Riviere, Shimabukuro, Wakai	EDU, WAM