



HAWAII STATE PUBLIC CHARTER SCHOOLS TITLE I SCHOOLWIDE PLAN

SY 2017-2018, 2018-2019, 2019-2020

Prepared in collaboration with the Hawaii State Public Charter School Commission

School: Laupahoehoe Community Public Charter School

School Address: PO Box 189, Laupahoehoe, HI 96764

School Phone Number: 808-962-2200

School Website: www.lcpes.org

Submitted by Romeo Garcia

Principal's Signature:

Signature Date:

Romeo Garcia 4/25/17

Approved by Nikki Barton

Local School Board Chair's Signature:

Signature Date:

Maria Chao 4/25/17

Acknowledged by Charter School Commission's Executive Director

Executive Director's Signature:

Signature Date:

Received by HIDOE – School Transformation Branch

STB Director's Signature:

Signature Date:

FISCAL REQUIREMENTS FORM for TITLE I SCHOOLWIDE PROGRAMS

Fiscal Year (FY) 2017-2018

Revised: 4/24/2017

School: Lanpham Community

Org ID: 377

Contact Person: Gerry Delgado

Phone: 502-2200

Strive Full Classification: Typing School

FUNDS AVAILABLE	1st Alloc	2nd Alloc	Total Alloc
Allocation FY 17-18 PID 18902	102,632.59		102,632
Carryover FY 16-17 PID 18902			12,204
Deficit FY 16-17 PID 18902			
SFP FY 17-18 PID 18935	1,401		1,401
Suppl. Funds PID 18927/52002			0
TOTAL FUNDS AVAILABLE	104,032	0	116,235

(Total = Continues)

* Complete Budget Plan below

* Click on second tab below to complete Detailed Description of Expenditures on the next worksheet

* When printing, print Entire Worksheet

18902 Allocation FY 17-18: 102,632

CAS Approval Signature: _____

STB only: _____

Approval Date: _____

Approval by: _____

ASSURANCE

All expenditures are aligned with our CFA and school plan.

PRINCIPAL SIGNATURE: _____

Renee Corina
Mackinac

BUDGET PLAN	PID 18902		PID 18935		PID 18927/52002		Total
	Title I Basic	Fringe	Title I SFP	Fringe	Supplemental	Fringe	
INSTRUCTIONAL PROGRAM	114,885		1,401		0		116,285
Personnel Services ("A") (Fringe Regular 60.00% average)							
Teacher (e.g. Classroom CC) No <input type="checkbox"/>		0				0	0
Other (e.g. B-I) No <input type="checkbox"/>		0				0	0
Personnel Services ("A") (Fringe Casual 237% Subs 907%)							
Part-Time Temp Tech (PVT) No <input type="checkbox"/>		0				0	0
Part-Time Tech (PPT) No <input type="checkbox"/>	22,200	637				0	22,837
Substitutes (e.g. Title I Teacher) No <input type="checkbox"/>		0				0	0
Supplies/Other Expenses ("B")							
Supplies/Other Expenses	22,000						22,000
Contract Services Attach description	25,000						25,000
Equipment ("C") (e.g. computers software, etc.)							
Attach Itemized list/quantity/description	15,000						15,000
INSTRUCTIONAL PROGRAM SUB-TOTAL	84,200	637			0	0	84,837
PROFESSIONAL DEVELOPMENT							
Personnel Services ("A") (Fringe Regular 60.00% average)							
Teacher (e.g. Head Coach) No <input type="checkbox"/>		0				0	0
Personnel Services ("A")							
Substitute Teacher No <input type="checkbox"/>		0				0	0
Substitutes No <input type="checkbox"/>		0				0	0
Supplies/Other Expenses ("B")							
Supplies/Other Expenses	14,647						14,647
Contract Services Attach description							0
Travel	0						0
Equipment ("C")							
Attach Itemized list/quantity/description							0
PROFESSIONAL DEVELOPMENT (PD) SUB-TOTAL	14,647	0			0	0	14,647
SCHOOL & FAMILY PARTNERSHIP (PID 18935)							
Personnel Services ("A") (Fringe Casual 237%) No <input type="checkbox"/>		0		0		0	0
Personnel Services ("A") (Fringe Regular 60.00% average)							
Teacher (e.g. Parent Teacher PPT) No <input type="checkbox"/>							
Supplies/Other Expenses ("B")			1,401				1,401
SCHOOL & FAMILY PARTNERSHIP (SFP) SUB-TOTAL	0	0	1,401	0	0	0	1,401
TOTAL PROGRAM BUDGET	98,847	637	1,401	0	0	0	100,885
UNALLOCATED FUNDS	15,402						15,402
TOTAL BUDGET PLAN (Line 28 must equal Line 6)	114,885		1,401		0		116,287
UNALLOCATED FUNDS	0		0		0		-1

Submit 1) FRF draft to Title I Linker for review and CAS for review and approval; 2) CAS-approved FRF to STB to obtain approval and receive Title I funds

Notes: PD = Professional Development (lines 15-21)
SFP = School and Family Partnership Program ID (PID) 18935 (lines 22-23)
CC = Carryover
No = Number

HAWAII STATE PUBLIC CHARTER SCHOOLS: TITLE I ADDENDUM FOR SCHOOLWIDE PLAN SY 2017-2018, 2018-2019, 2019-2020

ASSURANCES FOR THE TITLE I SCHOOL WIDE PROGRAM

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

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

Romeo Garcia 4/25/17

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Where are we now?

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

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

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

Needs	Contributing or Root Cause(s)	Pg. # in CNA
Our students in all grades are below national and state averages of test scores and are generally not scoring as proficient in math, English and Language Arts as measured by SBAC, NWEA, and MAPS assessments.	Academic expectations that we have for our students are not matched by the expectations in many of our homes. Historically, academic achievement was not a strength or priority for multiple generations in our community. Lack of vertical curriculum alignment also impacts our students' performance on standardized tests.	22: WASC Self Study and Visiting Team Report
There is a lack of coherent vertical alignment of core content (ELA, Math) and a lack of prioritized methodologies (such as Project-Based Learning).	Inconsistent leadership since the conversion to a charter school led to a lack of focus, prioritization and intentionality regarding curriculum alignment.	22: WASC Self Study and Visiting Team Report

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There is a need to implement a structured RtI system, K-12 the grade.

There is a need to develop an implementation plan and systems to monitor implementation and impact. In the past three years, there has been RtI training for staff, but because of the turnover in Directors, implementation of a system was never prioritized or acted on.

22:
WASC
Self
Study
and
Visiting
Team
Report

Most of our students are not eligible for college and only 27% of our graduates have enrolled in a four-year college in the past 3 years. Only 3 students have enrolled in community college in the past 3 years. In the past 3 graduating classes, only 20% were eligible for admission to the University of Hawaii system.

Teachers became the senior counselor by virtue of following their 11th grade class to the next grade. Without specific professional development, teachers were not equipped to support student success when it came to college and career options. There is a need for more partnerships with colleges and universities, and for the alignment of college and career options.

22:
WASC
Self
Study
and
Visiting
Team
Report

To increase student eligibility and enrollment in college and preparation for careers, teachers need to receive professional development to prepare them to be effective in advising students about college and career options.

Addressing Equity: Sub-Group Identification

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

Identified Sub-Groups within our student population are: SPED, ELL, Low Income and First Generation College Students.

These sub-groups have been identified as having circumstances that impact their academic achievement, social emotional development and perception of their ability to attain certain academic and college going goals.

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ORGANIZE: Identify your Leadership Team Accountable Leads.

Name and Title of Team Accountable Lead	Responsible for implementation of the school's strategies and initiatives
1. Romeo Garcia, Director	Project Based Learning Training and Implementation
2. Gerry Delgado, Business Manager	Budgeting and resources for all strategies.
3. Tracy Jardine, Office Manager.	Managing and monitoring staffing needs for each initiatives.
4. Kau'i Trainer, Counselor	Support Behavioral RtI implementation.
5. Kaulana Smith, SPED Teacher (Secondary)	Support Behavioral and Academic RtI implementation.
6. Kurtis Sherer, Teacher (Secondary)	Support Behavioral and Academic RtI implementation.
7. Josefina Harding, Teacher (Elementary)	Support Behavioral and Academic RtI implementation.
8.	
9.	
10.	

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Goal 1: Student Success. All students demonstrate they are on a path toward success in college, career and citizenship.

- ☐ **Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
- ☐ **Objective 2: Whole Child** - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.
- ☐ **Objective 3: Well Rounded** - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.
- ☐ **Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences.

Outcome: By the end of three years,

Rationale: Explain the link to your CNA / Underlying Cause(s)

Students will have access to a school-wide RTI system that will support their varying behavior and academic needs.

Need Staff Training, develop process and monitor system

Our standardized test scores will show an upward trajectory by no less than 15% points in all grades and content areas.

Due to the lack of vertical alignment of the curriculum and previous learning gaps, student test scores are below average.

The percentage of students admitted to college and enrolled will increase. More students will become more aware of career options available to them based on their interests and the trends in careers for the future.

Staff were not provided adequate professional development to equip them to be effective college and career advisors. There is a need for more focused alignment of curriculum and processes to prepare students to make informed decisions about college and career options. There is a need for more partnerships with colleges and universities and resources to support career awareness.

Student engagement in the curriculum will increase, which will impact the overall raising of grade point averages, student achievement on standardized tests, improved attendance and a decrease in negative student behaviors.

Some of our students come from homes that have not traditionally had an emphasis on education. Some students and families express that our teachings are counter to their own beliefs and priorities. Finally, perceived limited economic opportunities may cause some students to feel that academic success is unnecessary.

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Desired Outcomes	Strategies & Actions	School Year(s) of Activity	Relevant Interim Measures	Accountable Lead(s)	Funding Sources
<i>Based on Strategic Plan Student Success Indicators</i>	<i>How will you achieve your goal? What resources will you leverage?</i>	<i>When will this occur?</i>	<i>How will you know if you are on track to meet your goal? How will you monitor progress?</i>	<i>Who will be leading?</i>	<i>Check applicable boxes to indicate source of funds.</i>
All students who need academic or behavioral interventions will receive support, based on implementation of RtI program.	RtI Training will be provided for all teachers starting Spring 2017 and will continue at least once per semester through Spring 2020.	2017 - 2020	RtI team will meet weekly, review data, and will assess implementation after each quarter.	Director of Student Life, TBD	PP \$ Title I \$ Title II \$ Other \$ N/A
	RtI Team will meet weekly to monitor teacher implementation of RtI strategies, based on the issues brought to the SST and the RtI action steps taken by the teachers.	Fall 2017 through Spring 2020	Teacher survey after the 1st quarter will provide information on use of system, impact on classroom, academic achievement and behavioral changes and support needed. Data will be gathered using the forms provided as a part of the RtI system gathered by the SST. Data will document academic progress based on in teacher assignments and teacher developed assessments, as well as data provide from MAPS and NWEA tests taken. Behavioral data will be gathered by teachers on the forms provided by in RtI binder developed by the RtI planning team. Data will document strategies attempted, student responsiveness and outcomes.	Student Support Team will provide support to teachers and students through scheduled SST meetings.	
	Classroom observations will be used to determine if RtI system is being implemented with fidelity and integrity at all tiers.	Fall 2017 through Spring 2020	Schoolwide feedback will be provided in weekly faculty meetings.		

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Standardized test scores will show an upward trajectory by no less than 15% points in all grades and content areas by the 2019-2020 school year.	<p>Training will be provided to staff on how to use test data to improve students' achievement.</p> <p>Teachers will also use methods they have developed to gather and assess formative data.</p>	2018 - 2020	MAPS and NWEA data from student testing will be reviewed by all staff in full staff and grade level meetings.	Administrative and Teacher Lead Team	PP \$ Title I \$ Title II \$ Other \$ N/A
<p>More students in grades 9-12 will be college and/or career ready and will receive effective college and career advising.</p> <p>Students will be aware of the career options available to them based on their interests and future workforce trends.</p>	<p>Staff will be designated to provide college and career advising.</p> <p>The Director and Counselor will develop relationships with colleges, universities and career focused organizations. Relationships with partners will be developed through individual meetings, attendance at college and career fairs, and through presentation to students.</p>	2018-2020	<p>Increase in college admissions and enrollment will be monitored. All seniors will apply to at least 1 four - year college or university by the end of their senior year. All graduates who are not admitted to a four-year college will compete an application to register with Hawaii Community College or post high school certificate program.</p> <p>Increase in participation of partners will be recorded.</p>	<p>Romeo Garcia</p> <p>Kau'i Trainer</p> <p>Senior Counselor (TBD)</p>	
Student engagement in school curriculum will increase.	Staff will receive ongoing training in Project Based Learning.		<p>Students will be surveyed to assess their level of engagement with the curriculum and practices.</p> <p>Attendance data will be analyzed to see if student attendance has improved.</p> <p>Discipline referral will decrease annually.</p>	Romeo Garcia	

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Goal 2: Staff Success. Laupahoehoe Community Public Charter School has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

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

Outcome: By the end of three years,	Rationale: Explain the link to your CNA / Underlying Cause(s)
Curriculum will be aligned and will incorporate project-based learning strategies and methodologies in all content and grade levels leading to increased student academic achievement and engagement.	There has been a lack of training for curriculum alignment. Project Based Learning Training did not progress to implementation.
Elementary teachers will implement strategies and methodologies from Responsive Classroom trainings.	Because some of our students and families have a different emphasis on the importance of school, teachers need to learn more about how to engage student from low-income communities who will be first generation college students.
Staff will develop, refine, receive training on, and implement with fidelity the new RtI programs (behavioral and academic).	While the need for staff training was addressed, a plan for implementation and monitoring was not developed and therefore not implemented.

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Desired Outcomes	Strategies & Actions	School Year(s) of Activity	Relevant Interim Measures	Accountable Lead(s)	Funding Sources
<i>Based on Strategic Plan Staff Success Indicators</i>	<i>How will you achieve your goal? What resources will you leverage?</i>	<i>When will this occur?</i>	<i>How will you know if you are on track to meet your goal? How will you monitor progress?</i>	<i>Who will be leading?</i>	<i>Check applicable boxes to indicate source of funds.</i>
Staff will receive training to develop processes and monitor systems and impact of RtI	RtI Training will be provided for all teachers RtI Team will meet regularly to monitor use of processes		RtI team will meet after the 1st quarter to review data on how the system is being used Teacher survey after the 1st quarter will provide information on use of system, impact on classroom and support needed.	Romeo Garcia Support will be provided by RtI Team that consists of grade level, SPED and administrative representation.	PP \$ Title I \$ Title II \$ Other \$ N/A
Teachers will use the developed and shared strategies to improve their ability to manage classroom behaviors and improve student engagement and achievement.	Classroom observations to see how systems are being used by teachers		Schoolwide feedback will be provided in weekly faculty meetings. Schoolwide feedback will be provided in weekly faculty meetings.		

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Through Responsive Classrooms training, teachers will have a better of understanding of the impact of student profiles, including home environment on engagement and learning. The strategies learned will help teachers to develop protocols that will help students transition from home to being “school ready”: Morning Meetings, Daily Messaging, Connection with Social Emotional Learning, Growth Mindset Practices.	Professional development will be provided to teachers.	June 2017	Teacher survey after the 1st quarter will provide information on use of system, impact on classroom and support needed.	Romeo Garcia	PP \$ Title I \$ Title II \$ Other \$ N/A
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All teachers will utilize project-based learning strategies and methods in their content area.

Ongoing training and support will be provided.

Middle School implementation Fall 2017-2020

Implementation in grades 9-10 in 2018 - 2019

Implementation in all high school classes by 2019-2020

By the end of the 2019-2020, 90% of teachers will be proficient in implementing Project Based Learning in their courses.

Romeo Garcia

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Goal 3: Successful Systems of Support. The system and culture of Laupahoehoe Community Public Charter School works to effectively organize financial, human, and community resources in support of student success.

- ☐ **Objective 1: Innovation** – Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.
- ☐ **Objective 2: Adequate and Expanded Resources**– Secure adequate resources to support school and community-based plans for student success.
- ☐ **Objective 3: Efficient and Transparent Supports**– Increase efficiency and transparency of instructional and operational supports to promote student learning and help schools while stewarding public education resources.

Outcome: By the end of three years,	Rationale: Explain the link to your CNA / Underlying Cause(s)
Data will be used effectively school-wide to guide curriculum development in order to improve student achievement.	The lack of data usage and vertical alignment of curriculum and previous learning gaps that students come to school with contribute to the underlying causes. There is no one managing data.
Project Based Learning will involve staff, students and community stakeholders in increasing student engagement and achievement.	Lack of consistent leadership has prevented focused and intentional development of curriculum.
Increase in staff retention for teachers and administrators.	Need to have more salaried positions and benefits for staff to provide job security. Incentives to work in our remote location need to be developed.

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Desired Outcomes	Strategies & Actions	School Year(s) of Activity	Relevant Interim Measures	Accountable Lead(s)	Funding Sources
<i>Based on Strategic Plan Successful Systems of Support Indicators</i>	<i>How will you achieve your goal? What resources will you leverage?</i>	<i>When will this occur?</i>	<i>How will you know if you are on track to meet your goal? How will you monitor progress?</i>	<i>Who will be leading?</i>	<i>Check applicable boxes to indicate source of funds.</i>
Data will be used effectively school-wide to guide curriculum development in order to improve student achievement.	All staff will receive training on how to use NWEA and MAPS testing data.	Fall 2017		Romeo Garcia	PP \$ Title I \$ Title II \$ Other \$ N/A

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Project Based Learning will increase student engagement and achievement.	In June 2017, middle school instructors and the Director will attend PBL training.	June 2017	NWEA and MAPS standardized test scores will be compared to see the impact in student achievement since the implementation of PBL.	Romeo Garcia	PP \$ Title I \$ Title II \$ Other \$ N/A
	In subsequent years, remaining staff will receive training until all staff 6-12th grade have completed training.	June 2018 and June 2019	Student Proficiency presentations will demonstrate student mastery in different content areas.		
			Annual student surveys will be used to document the level of student engagement in the curriculum and the impact they believe PBL has had on their achievement.		
Increase in staff retention for teachers and administrators.	All staff will receive professional development that will support their effectiveness in their positions.	2017-2020	90% retention of staff will be achieved.	Romeo Garcia	
	LCPCS salary and benefits will be aligned with the DOE standards.			Administrative Leadership Team	
	Staff recognition events will be held to appreciate the impact that staff have had on student achievement and professional collegiality.				

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