

YES, our program will take advantage of ELT during the school day and our programs will meet the needed federal and state requirements at Heeia Elementary and Castle High School.



**Part Two: Need:** It is our **RESPONSIBILITY** to know our community school needs because Ben Parker Elementary, Heeia Elementary, Kahaluu Elementary, Kapunahala Elementary, King Intermediate and Castle High School, are all within a radius of 2.2 miles, in a tight knit area with a with a community-wide character development campaign to promote the 5 Rs: Responsibility, Respect, Resourcefulness, Relationships, and Resiliency. As you walk through the breezeways of these schools, glance upward, and you will see street signs named for each R: Respect Boulevard, Responsibility Lane, and Relationship Street, to name a few. When you shop at Windward Mall, you'll encounter the 5 Rs Festival of Fun family engagement event with activities, games and entertainment focused on a 5 Rs theme and you'll applaud students receiving stage recognition for demonstrating the 5 Rs. On another weekend, you may attend the 5 Rs community fair where you see student cheers and enjoy the family entertainment. If you are a fortunate parent or family member of a Castle Complex student, you'll be invited and encouraged to attend the numerous 5 Rs parent workshops.

It is a total community-wide effort to develop a common language of positive character development traits to support the growth of *responsible* Kaneohe community members. Although the character development efforts appear rich and consistent, these six Castle Complex schools possess 40% or more of their students on free or reduced meals and a struggling Strive HI score of 250 or less. These Castle Complex schools, and the community have been successful in developing a framework for positive behavior by emphasizing the Five Rs, yet our Castle Complex schools continue to have

an urgent need for continued access of high quality extended learning opportunities to support the academic needs of students and families. Valuable funding for the Castle Complex CAFÉ (Children And Family Enrichment) Project with reading, math, LitART literacy curriculum, and student-surveyed requests for engaging enrichment activities with multifaceted programming, will continue to support and accelerate student achievement. The urgent needs are 1) Special Learner Needs, 2) Chronic Attendance Needs, 3) At-Risk Students and Families and 4) Minimal Reading and Math Growth.

1) Special Learner Needs: These Castle Complex schools have a large special education population, recorded two times the state average of 10%. At Ben Parker, Kahaluu, and King Intermediate, you'll find special education populations of 20.6%, 17.9%, and 17.3%, respectively. These students require explicit instruction, extended learning time beyond the regular school day, with opportunities for repetitive, and effective instruction to accelerate their academic learning and close the academic gap. It is not sufficient to make a year's academic growth because these students require an accelerated program to make two or more years of gain, within a school year. The disparity in the % of Native Hawaiians who receive special education services is 37% and if you extrapolate the data of 56.7% of Native Hawaiian students at Ben Parker or the 57.9% of the Native Hawaiian students at Heeia, you will calculate a higher percentage who receive special education services and a higher percentage of students who require support through the implementation of scientifically-based reading and math curriculum, which is explicitly delivered, and offers repeated practice.

2) Chronic Attendance Needs: It may appear that the daily % attendance data is hovering near the State's 95% with Heeia's 94.7%, Ben Parker's 94.1% and Kapunahala's 95.2%. The schools with the greatest concern are Kahaluu with 92.5% and Castle High with 90.2%. But the disaggregated data reveals that the "chronic absenteeism," composed of a subset of students with 15 or more absences during the

Castle Complex 21<sup>st</sup> Century Grant school year, comprise 18% of the absences at Heeia, 29% at Kahaluu and 20% at Ben Parker. These absences eventually lead to students being disinterested in school and eventually dropping out. Castle High School's on-time graduation rate has remained 73-74% between school years 2010-11, 2011-12 and 2012-13. The drop-out rate has decreased by 6% over the same three year period, 22.4% down to 16.8%. The trend is promising and it becomes a pressing responsibility to continue to address and support the decrease of drop-outs by providing students with the right academic support that addresses their needs, piques their interest, and prepares them for college and career readiness.

In 2011, Complex Area Superintendent Lea Albert invited the community members and articulated a vision for a proactive alternative to possible school reconstitution of Castle High. Her opening remarks to the community were "...we cannot do this alone...we need your help. It's time for the community to take back its schools." Thereafter, monthly Redesign Team meetings were held, averaging 50-70 people, ranging from students, teachers, principals and administrators, parents and families, community members, business people, legislators, and Castle alumni.

They analyzed the quantitative and qualitative data and realized it was their responsibility to develop strategies to address these issues:

- The disparity of achievement for Native Hawaiians, demonstrated by math and reading scores
- The vulnerability during the student's transition from 8<sup>th</sup> to 9<sup>th</sup> grade
- The qualitative statistics indicating the curriculum and instruction was not engaging students to the curriculum did not challenge them to become active participants in their own education
- The prevalence of low morale among students and teachers and the high discipline incidences
- Parent, family, and community engagement continued to be a challenge

Through this, emerged a community vision, "Every student in Castle Complex will be fully prepared to thrive at the next level of learning and life so they become

Castle Complex 21<sup>st</sup> Century Grant  
responsible and productive members of our community.” The Redesign Team

highlighted three strategies as the proposed redesign model to accomplish this vision:

1) Smaller learning communities where students are engaged with project-based, place-based, culture-based interdisciplinary curriculum; 2) Super-charged community-school partnership network to provide extended classrooms and offer protective factors for the transition from 8<sup>th</sup> to 9<sup>th</sup> grade; and 3) A comprehensive, complex-wide approach that will ensure student success in high school. The CAFÉ Project will partner with Castle High’s Redesign Plan to provide these strategies and serve 200 students who have failed classes and are at risk of failing classes, resulting in non-promotion to the next grade level. Students who are retained a grade level are at a high risk of eventually dropping out of school.

The Windward District’s ***Be Pono, Be in School*** campaign launched its second year campaign against chronic absenteeism with a message to children and families: Be in school every day and on time. The campaign emphasizes that absences often start during the early years in school. Growing research shows that years of lost classroom time and lessons may lead to the failure to graduate. This campaign awareness will help to educate parents and students.

3) *At-Risk Students and Families:* With declining tourism as a significant force shaping the community, prices have exacerbated and the cost of living is 70% higher than the US average. The disparity caused by tourism has left many children in the Castle Complex at the poverty level, with over half the children in the entire complex qualifying for free or reduced school lunches. Kahaluu has 78.6% and Ben Parker has 69.4% of their students in this category. In addition, many families do not have an adult available after school and require after-school childcare, because 30% of the families have only one parent. As a result, and given the fact that many families cannot afford enriching after school activities or parents work until the late evening, there are a large number of

children lacking extended academic enrichment opportunities. This leaves many students idle during the critical hours of 3:00 pm to 6:00 pm when juvenile crimes and experimentation with drugs and sex occur. These hours would be an optimum instructional time to capitalize and draw upon the interests and strengths of the students, while improving their academic learning.

*4) Minimal Growth in Reading and Math Assessment Scores:* A careful review of the Academic Achievement – Castle Complex Trend Report reflects a slight dip in the 3<sup>rd</sup> and 5<sup>th</sup> grade Reading and Math Scores. This dip of scores, resulted in minimal growth in those areas. Heeia Elementary's growth was zero (0) for math and zero (0) for reading, resulting in zero (0) points for growth. Ben Parker Elementary had a zero (0) growth in reading and Castle High, charted a zero (0) growth in reading and math. Kapunahala Elementary's reading achievement scores appear relatively high, at 88.6%, 90.5%, and 91.9%, respectively, yet their growth of 47 warranted only 15 points out of 50 for growth. Kapunahala Elementary's math scores reflect a similar concern where their scores charted 90.5% and 83.8%, but their overall growth was 47, earning them a paltry 15 points out of 50. Our Castle Complex elementary schools have traditionally reflected an upward trajectory of reading and math scores. But we must not rest on our laurels, but strive high to increase those scores evermore. Therefore, with carefully designed after school programs using STEM programs, Achieve 3000, Math IXL, and Singapore Math, these students will actualize a growth in their reading and math scores.

It is proposed that during the next five (5) years if this grant is awarded, the Children And Family Enrichment (CAFÉ) project will serve about 750 students in grades 1-12 on Monday to Friday, before school, after school, intersessions, and summer session. The primary goals of the program are to 1) increase the number of students who receive academic learning support after school; 2) expand the existing after school options to engage more students and families; 3) develop comprehensive after school

Castle Complex 21<sup>st</sup> Century Grant program framework that encourages collaboration and continuity among the after school options; and, 4) increase the number of students meeting state reading, math, and science standards at each of the participating schools.

The data below reflects the dire concerns of the six (6) Castle Complex schools and our **responsibility** to address these concerns:

School		Ben Parker Elem.	Heeia Elem.	Kahaluu Elem.	Kapunahala Elem.	King Inter.	Castle High
Enrollment		291	463	308	587	601	1233
% of Kindergarten students who attended preschool		55%	71%	68%	71%	N/A	N/A
# of students in Sp. Ed. Programs	2011	22.4%	8.7%	17.6%	5.4%	16.1%	16.6%
	2012	18.1%	8.6%	18.7%	6.8%	16.5%	14.5%
	2013	20.6%	9.7%	17.9%	7.3%	17.3%	15.0%
Attendance Data: State is 95%		94.1%	94.7%	92.5%	95.2%	94.1%	90.2%
# of Daily Absences: State is 9		10.5	9.6	13.5	8.6	10.5	17.7
% of students enrolled for entire school year		91.1%	90.9%	92.5%	95.4%	96.0%	90.4% 93.6% 92.6%
Freshmen began 2019-10 and graduated 2012-13		N/A	N/A	N/A	N/A	N/A	73.0% 73.7% 80.1%
% of students receiving free or reduced-cost lunch		69.4%	55.5%	78.6%	46.5%	54.4%	41.9%
Native Hawaiian Students		56.7%	47.4%	57.9%	43.1%	51.1%	45.5%

#### STRIVE HI 2012-13

	Math Median SGP*	Reading Median SGP*	Chronic Absenteeism	Achievement Current Year Gap	Gap Reduction
Ben Parker Elementary	63 (50 / 50 pts.)	44 (0 / 50 pts.)	20% (15/100 pts.)	16% (42 / 50 pts.)	20% (35 / 50 pts.)
Heeia Elementary	30 (0 / 50 pts.)	38 (0 / 50 pts.)	18% (30/100 pts.)	31% (32 / 50 pts.)	-36% (0 / 50 pts.)
Kahaluu Elementary	50	56	29%	Information not available	Information not available
Kapunahala Elementary	47 (15 / 50 pts.)	47 (15 / 50 pts.)	14% (60/100 pts.)	27% (35 / 50 pts.)	10% (25 / 50 pts.)
King Intermediate	62 (35 / 50 pts.)	48 (15 / 50 pts.)	n/a	23% (38 / 50 pts.)	27% (35 / 50 pts.)
Castle High School	41 (0 / 50 pts.)	44 (0 / 50 pts.)	n/a	26% (32 / 50 pts.)	32% (50 / 50 pts.)

\*SGP: Student Growth Percentile

### Academic Achievement – Castle Complex Trend Report

Hawaii State Assessment		Reading % by Grade Level						
School	School Year	3	4	5	6	7	8	10
<b>Ben Parker Elementary</b>	2010-2011	<b>67.6</b>	<b>51.4</b>	<b>64.0</b>	<b>60.0</b>	na		
	2011-2012	<b>69.4</b>	<b>70.6</b>	<b>62.2</b>	<b>75.0</b>	na		
	2012-2013	<b>61.9</b>	<b>71.4</b>	<b>61.5</b>	<b>81.0</b>	na		
<b>Heeia Elementary</b>	2010-2011	<b>77.8</b>	<b>86.8</b>	<b>70.6</b>	<b>89.1</b>	na		
	2011-2012	<b>79.1</b>	<b>89.6</b>	<b>74.3</b>	<b>87.3</b>	na		
	2012-2013	<b>69.6</b>	<b>78.9</b>	<b>72.7</b>	<b>76.7</b>	na		
<b>Kahaluu Elementary</b>	2010-2011	<b>67.6</b>	<b>51.4</b>	<b>64.0</b>	<b>60.0</b>	na		
	2011-2012	<b>69.4</b>	<b>70.6</b>	<b>62.2</b>	<b>75.0</b>	na		
	2012-2013	<b>61.9</b>	<b>71.4</b>	<b>61.5</b>	<b>81.0</b>	na		
<b>Kapunahala Elementary</b>	2010-2011	<b>74.3</b>	<b>75.8</b>	<b>80.6</b>	<b>91.5</b>	na		
	2011-2012	<b>90.2</b>	<b>87.2</b>	<b>71.0</b>	<b>100.0</b>	na		
	2012-2013	<b>88.6</b>	<b>90.5</b>	<b>69.2</b>	<b>91.9</b>	na		
<b>King Intermediate</b>	na					73.5	75.8	na
	na					81.0	86.5	na
	na					80.4	84.1	na
<b>Castle High</b>	2010-2011	na						<b>60.9</b>
	2011-2012	na						<b>66.7</b>
	2012-2013	na						<b>70.3</b>
	Readiness: 11 <sup>th</sup> Grade ACT is 28% (13 pts out of 50); On-Time Graduation is 74% (38 pts out of 45); College-Going Rate is 68% (3 pts out of 5)							

Hawaii State Assessment		Math % Proficient by Grade Level						
School	School Year	3	4	5	6	7	8	10
<b>Ben Parker Elementary</b>	2010-2011	<b>59.5</b>	<b>45.7</b>	<b>56.0</b>	<b>60.0</b>	na		
	2011-2012	<b>63.9</b>	<b>79.4</b>	<b>59.5</b>	<b>50.0</b>	na		
	2012-2013	<b>57.1</b>	<b>66.7</b>	<b>43.6</b>	<b>57.1</b>	na		
<b>Heeia Elementary</b>	2010-2011	<b>81.5</b>	<b>75.0</b>	<b>60.3</b>	<b>63.6</b>	na		
	2011-2012	<b>80.6</b>	<b>91.7</b>	<b>67.1</b>	<b>66.2</b>	na		
	2012-2013	<b>65.2</b>	<b>59.2</b>	<b>45.5</b>	<b>58.9</b>	na		
<b>Kahaluu Elementary</b>	2010-2011	<b>59.5</b>	<b>45.7</b>	<b>56.0</b>	<b>60.0</b>	na		
	2011-2012	<b>63.9</b>	<b>79.4</b>	<b>59.5</b>	<b>50.0</b>	na		
	2012-2013	<b>57.1</b>	<b>66.7</b>	<b>43.6</b>	<b>57.1</b>	na		
<b>Kapunahala Elementary</b>	2010-2011	<b>74.3</b>	<b>75.8</b>	<b>60.0</b>	<b>93.6</b>	na		
	2011-2012	<b>87.2</b>	<b>74.4</b>	<b>77.4</b>	<b>94.3</b>	na		
	2012-2013	<b>74.3</b>	<b>90.5</b>	<b>66.7</b>	<b>83.8</b>	na		
<b>King Intermediate</b>	2010-2011	na				<b>65.7</b>	<b>69.7</b>	na
	2011-2012	na				<b>72.1</b>	<b>77.5</b>	na
	2012-2013	na				<b>74.5</b>	<b>72.7</b>	na
<b>Castle High</b>	2010-2011	na						<b>29.9</b>
	2011-2012	na						<b>31.8</b>
	2012-2013	na						<b>45.7</b>

Hawaii State Assessment	Science % Proficient by Grade Level					
School Year	Ben Parker Elementary	Heeia Elementary	Kahaluu Elementary	Kapunahala Elementary	King Intermediate	Castle High
2010-2011	24.2	68.7	22.2	24.2	24.4	22.3
2011-2012	33.3	60.4	33.3	56.4	41.6	22.0
2012-2013	26.5	46.6	26.5	54.8	43.1	HS 12.8

**Part 3:** Quality of Proposed Project: **RELATIONSHIPS** are connections we have with others. Positive *relationships* lead to healthier families and communities. The CAFÉ Project proposes to connect the knowledge of the school data and what it informs us, with the development of strategic before school, after school, intersessions, and summer session programs. CAFÉ will service up to 750 students. The project will combine high quality before and after school academic extended learning, engaging enrichment opportunities, and family learning activities into a comprehensive after-school program, by servicing students in grades 1-12 and integrating services among various programs (Po`okela Academy, KEY Project, Cobra After School Program, Title I). CAFÉ provides that coordinating tool to maximize the impact of before and after school services designed to increase student achievement.

The CAFÉ Project is intentionally designed to ensure that services were available to any student not yet performing at the proficient level, have attendance issues, and are at high risk of behavior and academic difficulty. Participants are drawn from students not achieving benchmark on the Hawaii Standard Assessment (HSA) and those recommended by the school staff. The CAFÉ Project features an average staff to student ratio of 12 to 1. This low ratio enables staff to tailor learning experiences directly to individual student's needs. It will enhance the student learning and

Castle Complex 21<sup>st</sup> Century Grant

achievement, and will fit with CAFÉ's overall model of providing intensive, differentiated learning instruction to those in critical need.

Below is an example of a typical schedule of the CAFÉ Project at the four elementary schools may look like the following:

Time	Instruction – Elementary
Before school	At a few of the participating schools, students may report to the computer lab for homework support and completion. They may go on-line for reading and math programs.
2:15-3:15 PM	Homework Start with study skills, On-Line Reading (Achieve 3000), On-Line Math (IXL math fluency development), LitART, and Singapore Math
3:15-4:15 PM	Y4Y project-based lessons, STEM Lego Camp Kits, STEM Robotics, Engineering is Elementary Inquiry-based programs, Drama, Dance, Girl Scouts, Video Production, Ukulele, Hydroponics, Heeia Fishpond Explorations, Polynesian Voyaging Society, Beginning Music Elements and Band
4:15-5:15 PM	Similar array of multifaceted programs according to the quarterly student and staff surveys.
ELT at Heeia Elementary	Heeia will utilize 180 minutes during the school day to implement an art/art mural design program for the students. Teachers will be released for strategic planning and review time.

At King Intermediate School, targeted and interested students will be assigned to attend tutorial and will participate in Cobras Afterschool Program (CAP). These programs incorporate academic support, enrichment opportunities, and health & fitness activities. CAP's primarily goal in serving middle school students is to respond to the high school dropout, youth obesity, student crises, and need to offer enrichment programs during the critical hours of 3:00-6:00 pm when juvenile crime is on the rise. The King Intermediate students, who sign up to participate in King Intermediate's array of intramurals, are mandated to attend the CAP tutorial first. At the CAP tutorial session, regular classroom educational assistants assist these students. They know the students well, have knowledge of their daily classroom activities and assignments, and can best assist these students with their homework or projects. When students complete their assignments, they use technology as a tool to read articles from Achieve

3000 and math on-line programs. For the next two periods, students can select activities that are of high-interest to them each quarter. Most of the activities are determined by the results of a student and staff survey.

At Castle High, the Po'okela Academy has approximately 60 students. These 60 Po'okela Academy students are predominantly disadvantaged Native Hawaiian males who learn best in an environment that offers rigorous curriculum and instruction that is culturally relevant, interdisciplinary, project-based, and problem-based while addressing the Common Core State Standards. The CAFÉ' Project will partner with community organizations involved with the Po'okela Academy to further support the Castle Complex Redesign Plan and implement the next proposed phase of providing rigor to the curriculum. This project will provide up to 180 minutes of Expanded Learning Time (ELT) during the school day for students to implement place-based learning at community partner sites. Students will be off campus two afternoons a week at these sites to apply knowledge and skills to solve problems in a real world setting. Castle High classroom teachers will accompany students to sites to collaborate with community partners and integrate classroom and place-based learning. All teachers will use the same academic vocabulary and make relevant connections between classroom learning and place-based learning. Community partners will work with students on campus during the school day to further integrate the classroom with the place-based learning.

For all students at Castle High who need academic support, they will be encouraged to attend the CAFÉ after-school tutorial program. Tutors will be poised to assist them with their assignments and projects. Athletic coaches will mandate that athletic participants attend the after-school tutorials at least two times a week. These coaches will monitor the students' attendance to ensure students maintain a 2.0 grade point average (GPA) for participation in athletics and to pass core courses. Participation

Castle Complex 21<sup>st</sup> Century Grant in athletics, extra-curricular activities, and other co-curricular activities is a motivator for high school students to attend school and to remain in school.

Credit recovery of high school courses will be offered during the school day as well as after school to promote completion of the student's graduation requirements. Passing core courses will support the retention reduction of students, the drop-out rates, and increase the on-time graduation rate. In addition, robotics and participation in the Polynesian Voyaging Society's World Wide Voyage activities will be offered to enhance student learning in science, technology, math, and social studies.

Family Engagement programs will include the following:

- The Parent Leadership Training Institute (PLTI): Partnering with the Kaneohe Community Family Center – Parent And Children Together (KCFC-PACT), PLTI is a broad-based civic engagement initiative with annual activities that provide classes for parents, recognizing that multiple generations raise children. Parents are selected to be trained, form an active Civic Design Team, and become change-agents in developing community programs.
- Pacific American Foundation "Ho`ala Hou Project: Parents are introduced to the Kuder Career Planning System to help their children plan their school program. Parent trainings on the 5 Rs are also provided.
- Quarterly Family Engagement Programs that inform parents of the CAFÉ's student programs, train parents to assign Achieve 3000 reading articles and review their child's progress on the data management system.
- Computer assisted programs at KEY Project may be offered twice a week, to enhance family member's knowledge of computer programs in the work force. The topics covered are basic computer skills, home networking and WIFI, graphic design and photoshop, organizing your digital photo library and documents, understanding the internet, data management and backup.

At the opening of the school year, a meeting with each sub-grantee site principal, project director, implementation manager, site coordinator, and school leadership members is conducted to collaborate on the array of student support that identifies how the CAFÉ Project funds can provide supplemental support and services within that array. Five out of the six sites are Title 1 schools, this preliminary planning and discussion assures that the program is offered to target students and families who attend schools eligible for Title I targeted assist or schoolwide support. The topics that are discussed at

this initial meeting are: CAFÉ's fit with the schoolwide improvement plan; target group(s); curriculum; common core standards; prior training and staff development; survey results of enrichment programs; daily schedule; assigned rooms; staffing; intercessions; appropriate use of the 21<sup>st</sup> CCLC funds; and programs that supplement and not supplant the existing curriculum.

This grant is available to support public and private school children. On August 1, 2014, three (3) neighboring private school principals were called and sent an email of the Windward District Office's intent to submit a grant proposal to provide academic and enrichment learning opportunities to occur before school, after school, summers, and intercessions. The email indicated that private/non-public school students are eligible to participate in 21<sup>st</sup> Century Community Learning Center activities, if the award is granted. The grant proposal will provide equitable services to our neighboring private school students and their families.

On August 13, 2014, the St. Ann Model School principal and curriculum leader met with a Windward District Office representative. St. Ann's leaders indicated an interest in implementing LitART in their after school program. The CAFÉ Project can train their teachers and have them utilize the materials with their students. They appear interested in offering these programs at Heeia and King Intermediate to the St. Ann's students or having extended learning offered on their campus. Further efforts will be to encourage at the other two (2) private schools in Kaneohe to access the CAFÉ programs at any of the six (6) Castle Complex schools.

The schedule below may help to identify the parameters of the CAFÉ Project, but the effective implementation will rest with the continuous "triangle of success." This triangle includes 1) scientifically-based curriculum, 2) effective instruction, and 3) high-quality data that improves and strengthens further instruction and curriculum. To this end, the scientifically based curriculum is outlined as follows:

	Curriculum	Description - Elementary
Core Curriculum	On-Line Reading - Achieve 3000	An internet accessed, differentiated reading fluency program that is scientifically proven to increase reading fluency, comprehension, vocabulary, and writing proficiency and has dramatically impacted high-stakes test scores for students across the nation.
	On-Line Math – IXL	A Math fluency development program where students find out much more than just numbers, but that learning can be fun.
	LitART	The LitART curriculum was selected specifically because it is directly aligned to the common core state standards and addresses particular skills and strategies where students in the Castle Complex have demonstrated low performance (e.g., literary response, inferential comprehension).
	Singapore Math	The Singapore Math Framework states, " <i>Mathematical problem solving is central to mathematics learning</i> . It involves the acquisition and application of mathematics concepts and skills in a wide range of situations, including non-routine, open-ended and real-world problems.
	Accelerated Reader (AR)	At its heart, AR is simple. Students read a book, take an AR Quiz, and get immediate feedback.
Sampling of Extensions	Robotics	Students learn how to build and program robots using LEGO bricks and a simple icon-based, drag-and-drop software. Leaders use the hands-on approach to science, math, technology, and literacy to young learners.
	Video Production	Students use cameras to capture video segments and create public service announcements for their schools. They implement the storyboards and edit projects with their team members.
	Y4Y Project-Based Science	Provides an overview of project-based learning, the benefits of authentic projects, and provides a wealth of engaging projects where students are immersed in the inquiry-process.
	Beginning Music Elements and Band	Elementary students will learn the basic music elements and sample playing various band instruments to better select their band instrument when enrolled at the intermediate school.
	Ukulele Performers	Students will learn strumming, keys, note reading, and fractions, when learning ukulele performance numbers. These students will perform at various community events.

The second triangle of success rests with effective instruction. The success of the CAFÉ Project depends on the consistent instruction and practice of the curriculum at all implementing sites. To maintain and sustain fidelity to the curriculum, the following strategies are implemented and scheduled observations by the Project Director, Implementation Manager and Site Coordinator will be conducted throughout the CAFÉ year. At the opening of the program, observation template is provided to the observer and the staff being observed:

Curriculum	Strategies and Procedures
LitART	All new litART leaders receive effective professional development outlined in the "Model, Lead, Test" procedures.
Achieve 3000	All Achieve 3000 leaders are provided two (2) professional development days to hone their skills. They receive an overview of the program's five steps. Each week, the site coordinator submits a written report of the number of students who scored 75% or above, each day of the week. That report is submitted to the Project Director, who will submit periodic reports to the principal. "Celebrations" of each student's achievement is conducted quarterly.
IXL - Math	All CAFÉ teachers receive training from their Site Coordinator on the assignments and implementation of this math fluency program. Site Coordinators submit to the Project Director the daily % data and submit periodic written observations.
Y4Y Training	Site Coordinators will receive quarterly training on the implementation of the on-line inquiry-based programs.
Po`okela Academy	Castle High classroom teachers will accompany students to the community partner sites as Waikalua Loko Fishpond, Windward Community College, Luluku Farmers Association, Papahana Kuaoloa, Hawaii Institute of Marine Biology, Paepae O H'eeia, and Kamehameha Schools to collaborate with community partners and integrate classroom and on-site learning. Po`okela Academy teachers will also collaborate with the classroom teachers to ensure culturally relevant, rigorous interdisciplinary, project- and problem-based learning is provided to students. Community partners will work with students on campus during the school day to further integrate the classroom with the on-site learning.

The third triangle of success includes the effective practice of analyzing relevant data to ensure enrichment achievement. One of the foremost objectives of the CAFÉ Project is to have 60% of each center's regular students increase their math and reading scores from fall to spring.

Core	Assessment
Reading and Math	All six (6) sites will utilize the STAR assessment, a comprehensive K-12 assessment tool, allowing teachers to screen and group students for targeted instruction, monitor student growth, and predict performance on summative assessment. STAR continuously monitors achievement on Common Core State Standards. A pre-, mid-, and post- assessment will be administered.
Add'l data	Achieve 3000 pre- and post- assessment and Accelerated Reading data may be utilized. Castle Complex has initiated plans to administer AIMSweb monitoring and assessment tool to identify K-3 students in tier 2 (supplemental instruction aimed at remediation) or tier 3 (intensive intervention) levels of support. Glaring data indicates that if a student is not at benchmark by the end of 3 <sup>rd</sup> grade, there is a 1 in 8 chance that s/he will reach benchmark, thereafter.

Professional Development: The CAFE Project proposes to send at least two conference participants to one of the following approved conferences, adhering to the timelines, approvals, and DOE purchasing procedures: 1) 21<sup>st</sup> Century Community Learning Centers Summer Conference, 2) The After School Institute Annual Conference, 3) Beyond School Hours Conference, 4) National Afterschool Association Annual Convention, 5) Best Out-Of-School Time (BOOST) Conference. While there, the conference participants are assigned to focus their selection of breakout sessions on elementary curriculum, secondary curriculum, or data management. Upon their return, a debriefing meeting is held to share their acquired learning with the Project Director. Following, the conference participants share their learning at the first Site Coordinators' Meeting. At that meeting, they suggest ways in which the best practices can be implemented, or discuss the implications to the sub-grantee sites.

In addition, all CAFE Project Site Coordinators, Project Director, and CAFE teachers will sign up and enroll with the Y4Y website during the first year of implementation or their first year of CAFE employment. At the quarterly site coordinator's meetings, site coordinators will learn the broad spectrum of project-based learning lesson plans, technical support, and professional development. They will "model and lead" their CAFE teachers through the process and highlight the website offerings. The CAFE Implementation Manager and Site Coordinators will observe the implementation of the project-based lessons and provide valuable feedback to encourage further use of the website.

Administrative Organization and Scope of the Project: Managed by the Windward District Office, the CAFÉ Project works in collaboration with a KCFC-PACT advisory committee comprised of representatives from the community. The staffing includes a Project Director, an Implementation Manager, six (6) Site Coordinators, and up to forty

(40) Classroom Leaders. The Project Director is responsible for managing all aspects of CAFÉ including recruiting students and families, supervising staff, coordinating with schools and partners, and ordering materials and supplies. The Implementation Manager conducts on-site visits to ensure the smooth daily operations of the CAFÉ Project. The Site Coordinators (SC) carry out many of the same functions as the Project Director at the school site level. In addition, site coordinators maintain records, maintain supporting evidence in a site's CAFÉ binder, supervise staff, provide classroom training and support, and formally observe the classroom leaders using the CAFÉ observation template. The SCs provide weekly summaries to the Project Director and quarterly reports to the classroom teachers, parents, and principals. CAFÉ teachers directly facilitate before and after-school academic enrichment learning programs.

How the Project will Achieve its Objectives: The CAFÉ Project will recruit and hire highly qualified staff. The scientifically based curriculum and professional development framework ensures that the programs are implemented effectively. Staff turnover will be minimum with many staff members receiving continuous on-site support from the CAFÉ Implementation Manager and Project Director.

The Project Director manages all CAFE funds to ensure that the objectives are achieved and expenditures are within its budget. All operations conducted by the Project Director are monitored and approved by the Complex Area Superintendent (CAS). The Project Director visits each site periodically to ensure the fidelity to the curricula and receives weekly reports and observation templates from each site. All timesheets are submitted to the Project Director for approval, before they are sent to the clerk for payroll input. In addition, the Project Director directly approves purchase orders, signed by the CAS, before they are sent to the clerk for the Financial and Management Systems (FMS) inputting. The Project Director requests periodic allotment

status reports to monitor the expenditures and balances of the funding from the

Windward District Office business manager. In addition, the Project Director initiates the payroll certification forms and reasonable assurance forms. The Implementation Manager conducts bi-monthly site observations.

Transportation: The CAFÉ Project operates on-site at the schools or directly next door at KEY Project. Therefore, there is no need for transportation to the program. Parents or an authorized adult pick-up person provides transportation home. Bus transportation will be used to travel to place-based learning sites.

Assurances:

- The CAFÉ Project was located on-site at the schools or at a neighboring center, ensuring a safe and easily accessible facility.
- The CAFÉ Staff will coordinate with the school staff on a regular basis to ensure the student needs are effectively addressed through quarterly progress reports.
- Funds are used to supplement, not supplant federal, state, or local funds.
- The community was given notice of the intent to submit this application through meetings with PACT – KCFC, KEY, Pacific American Foundation, and The Learning Coalition on 5-28-14 and 6-30-14. PACT-KCFC via their website, announced Windward District Office's intent to apply. The application will be made available for public review through our CAFÉ Project website: <http://café.k12.hi.us>. This website will be linked to each school's websites, as well as PACT – KCFC and KEY.

### Program Timeline

Project Implementation Objectives	Staff	Timelines	Indicators /Milestones
Hire CAFE Project Director (PD)	Complex Area Superintendent (CAS)	November 2014	Contracts for PD on file
Initial Principals Meeting	Project Director (PD) , Principal	November 2014	Meeting to discuss and document agreements for program implementation at each site
Hire Site Coordinators and Teachers	PD	November 2014	Job postings in local media, recruit on-site staff, document personnel files.
Develop implementation procedures	PD, Site Coordinator(SC)	November 2014	Handbook/plans on file
Order supplies	PD	November 2014	Purchase Orders on file
Enroll students in CAFE	PD	November 2014	Café application, attendance-demographic sheet, student record
Begin CAFE Project	PD/SC's	November/ December 2014	CAFÉ Program begins
Assessment of students	PD, SC's,	Ongoing	Student records on file, pre and and post assessments, grades, quarterly progress reports, surveys
Manage funds and contracts	PD	Ongoing	Records of funds and contracts
Maintain program records	SC	Ongoing	Attendance/teacher reports/parent contact reports
Quarterly meetings with staff and monthly Advisory Board meetings	PD, Advisory Board, SC's	Ongoing	Agendas and meeting minutes
Evaluation meetings	All	Ongoing	Agenda, evaluation documents, review recommendations from outside evaluator and program changes

**Part 4: Adequacy of Resources:** To be **RESOURCEFUL**, is to be able to deal creatively and effectively with problems and challenges. It means seeking quality partners who can help develop programs that academically impact students' learning. These partners will be the key stakeholders in sustaining the efforts of the CAFÉ project, long after the funding has sunset. The CAFÉ Project will coordinate efforts with Title I and other school improvement funds by increasing learning time and serving as a primary mechanism for increasing academic enrichment learning programs. The CAFE Project will develop collaborative efforts with these partners:

Parents and Children Together – Kaneohe Community Family Center (PACT – KCFC)	The CAFÉ Project Director is a member of the PACT – KCFC Advisory Council, which meet monthly to review and provide input on the various initiatives. PACT is one of Hawaii's largest private, non-profit agencies with extensive experience in community-based prevention work. CAFE will continue to assisted PACT – KCFC with their family engagement events and 5Rs programs.
Kualoa-Heeia Ecumenical Youth Project (KEY)	CAFÉ Project's partnership with KEY involves offering after-school classes at the KEY Community Center. Classroom leaders implement the on-line reading and math programs, literature, and cultural-based programs. Volunteers from the community will assist with the implementation
Girl Scouts of Hawaii	Girl Scouts of Hawaii will provide engaging Common Core State Standard activities and programs to expose girls to Girl Scout leadership experiences on key leadership factors.
Kamehameha Schools	To provide staff to work directly with Castle High students and parents on career-college planning. Kamehameha Schools will also provide staff to help develop Hawaiian leadership skills and attitudes through building three-man canoes, carving poi pounding boards, and shaping poi pounders from rock. Their focus is on the Po`okela Academy this year and will expand to other academies in the future.
Windward Community College	Site of the science family involvement event in fall. The college donates the use of the planetarium and science hall.
Pacific American Foundation "Ho`ala Hou Project	Castle High School parents will continue to be introduced to the Kuder Career Planning System. The system will enable parents to help their child(ren) plan their school program.
Kaneohe Regional Library	This library will provide access to award winning LitART books.
Hawaii Pacific University	Hawaii Pacific University is a contributing partner with KCFC-PACT and assists with the 5R's Family Event and the Be Physically Fit Event at the Windward Mall, to name a few. Nursing program students team to present a relevant booth that highlights one of the 5Rs with an exciting make and take activity.
'Ōlelo Community Media – Windward Community Media Center	Teachers and students will utilize the 'Ōlelo equipment and facilities on the King Intermediate campus to develop video programming based on curriculum designed by school faculty in collaboration with 'Ōlelo Community Media staff. This will lead to public service announcements, entries into 'Ōlelo's annual Youth Exchange contest, school and community event coverage and other related video programming that strengthens their island voices, advances their community engagement, through innovative media. The finished programming will be show-cased on 'Ōlelo Community Media channels as well as the closed circuit TV morning bulletin announcements.
UPLINK	The Middle School After-School Program – Uniting Peer Learning, Integrating New Knowledge (UPLINK), is an initiative of the Office of the Lieutenant Governor and Hawaii Drug Control Summit of 2003 aimed at developing an activity-based program that will proactively prevent middle school students from engaging in risky behaviors during the late afternoons when schools are not in session. UPLINK funds and CAFÉ funds will partner to support King Intermediate's "Cobra After School Program (CAP).
Title 1	Partnering with the Title 1 coordinator to present events and family engagement events to focus on promoting adult literacy.
The Pacific American Foundation (PAF)	The Pacific American Foundation (PAF) secured a \$250,000 Robert Wood Johnson Foundation Grant to work with male youths of color in grades 6 - 12. This grant supports the PAF's continued work with the Castle Redesign including the Po`okela Academy.

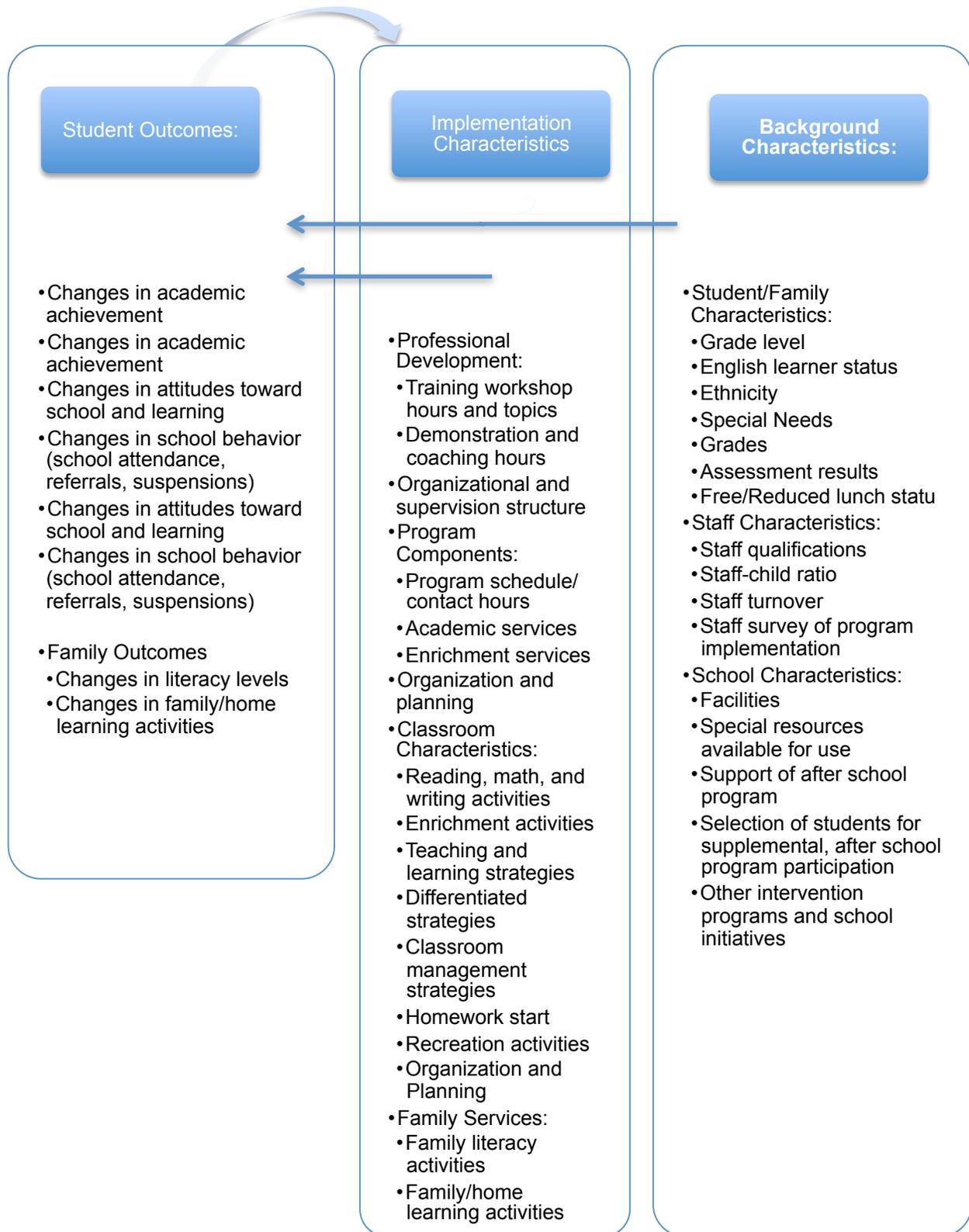
If success is actualized in exemplary programs, then these programs should be replicated and sustained to ensure the accelerated learning of all students, long after the funding expires. To this end, the CAFÉ Project will make continuous efforts to sustain extending learning opportunities for students. Principals will meet yearly to discuss and strategize efforts to sustain extended learning opportunities with best practices and programs.

**Part 5:** Program Evaluation: **RESILIENCY** is the ability to bounce back from a setback or challenge. CAFÉ will look at the challenges, set goals, and tailor the CAFÉ programs to meet those goals. *Resiliency* also indicates that the data will inform program changes, where needed.

The CAFÉ Project will seek quotations from at least three vendors to provide an external evaluation of the program. This evaluation will assist in the development and implementation of the evaluation plan, to include data collection, analysis and preparation of the evaluation report, entries into PPICS, while following the 21<sup>st</sup> Century Community Learning Center grant guidelines. The contractor will provide an executive summary to the project director and site coordinators with evaluation results that will refine, improve, and strengthen the program.” The external evaluator will collect the quantitative data and develop qualitative measures. To assess progress toward the performance measures and to otherwise evaluate the effectiveness of the CAFE Project, the evaluation is designed to answer three questions:

- a. What are the background characteristics of students, staff, and schools participating in CAFE?
- b. What is the nature, quality, and intensity of services provided to students and families through CAFE?
- c. What are the academic and other outcomes achieved by students and families participating in CAFE?

## CAFÉ Framework for Project Evaluation



CAFÉ Project will focus on meeting all the objectives established from the start of the program:

Outcome Indicator	Performance Measure & Assessment Instruments
70% of the Castle Complex regular students will show improvement in academic performance as shown in the 21st CCLC teacher survey.	Assessment: Teacher Survey <ul style="list-style-type: none"> <li>• Improve Student Behavior;</li> <li>• Offer a Particular Type of Activity or Service;</li> <li>• Facilitate the Social Development of Participating Students;</li> <li>• Provide a Safe and Secure Environment</li> </ul>
100% of centers will offer high quality services in at least one core academic area.	Assessment: Documentation of services <ul style="list-style-type: none"> <li>• Initial principal, Site Coordinator, Implementation Manager, Project Director, Leadership Team meeting before CAFE Project begins yearly at each site.</li> <li>• Weekly summaries and PPICS entries</li> </ul>
100% of centers will offer enrichment and support activities such as nutrition and health, art, music, technology, and recreation.	Assessment: Documentation of enrichment and support activities <ul style="list-style-type: none"> <li>• CAFÉ staff and student surveys</li> <li>• Initial Principal's meeting</li> <li>• Project Director and Implementation Manager's observations</li> <li>• Site Coordinator's weekly summaries</li> </ul>
80% of centers in the complex will offer services to parents, senior citizens, and other adult community members.	Assessment: Documentation of services <ul style="list-style-type: none"> <li>• SC to submit evidence of planned, intentional family engagement activities no later than 2 weeks of the program start</li> <li>• Family engagement agendas and schedules</li> </ul>
100% of the centers will offer services at 12-15 hours per week on average.	Assessment: Documentation of hours of services <ul style="list-style-type: none"> <li>• Principal's Initial Meeting to draft a proposed schedule</li> <li>• Site Coordinator (SC) to submit evidence</li> <li>• Implementation Manager to observe and record data</li> <li>• Weekly SC summaries will document hours of services offered</li> </ul>
Centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.	Assessment: List of partnerships <ul style="list-style-type: none"> <li>• Staff surveys</li> <li>• Weekly SC summaries</li> <li>• Agendas</li> <li>• Student Surveys</li> <li>• Foster Community Collaboration</li> </ul>
60% of Castle Complex regular students will increase their math and reading assessment scores from fall to spring.	Reading Assessment Instrument: STAR pre- and post-assessment will be administered with continuous progress monitoring  Math Assessment Instrument: STAR pre- and post- assessment will be administered with continuous progress monitoring

According to the evaluation data from 2012-2013, the CAFÉ Project successfully delivered an effective program of academic instruction and assistance that targeted

reading and math achievement, engaging enrichment activities that fostered positive learning behavior and learning achievement, and family learning activities to support student learning.

- The CAFÉ Project was well organized and implemented effectively.
- The program was well managed.
- The on-going classroom leader training with the site coordinator's classroom observation and on-site coaching appeared to contribute to program effectiveness, student achievement, and effective student learning behaviors.
- The CAFÉ curriculum and instruction was implemented with fidelity and addressed the program goals. Results showed increases in both math and reading achievement.
- The on-line math (IXL Math, Compass) and Achieve3000 reading program also resulted in increases in math and reading achievement.
- Academic and enrichment programs appeared to contribute towards increases in student learning behavior.
- Parents and students responded favorably to the CAFÉ Program.

**Part 5: Budget:** *RESPECT* for our Hawaii State Department Of Education (DOE)

authority and rules, and respect for the many DOE budgetary constraints, will make the CAFÉ Project mindful of being *respectful* stewards of the funds.

Personnel: The CAFÉ Project Director will ensure smooth implementation of the day-to-day curriculum operations of the CAFÉ Project as described in the grant application.

This responsibility encompasses managing aspects of the CAFÉ staff, recruiting students and families, assisting staff with program implementation, coordinating with partners and evaluator, and continually reviewing the curriculum, implementation, and evaluation of the program. The clerk will input payroll and purchase orders and other clerical tasks necessary to the program. At each site there will be at least three (3) CAFÉ teachers and one (1) site coordinator. In addition, the external evaluator will be acquired to enter data into the Profile and Performance Information Collection System (PPICS) and develop the executive summary. The site coordinators and staff will perform Professional Development "in-house". Sufficient capacity will be achieved to support the CAFÉ teachers with high-quality professional development.

Small Purchase Contracts: Quotations and contracts will be generated for the external evaluator, the Director and the Implementation Manager. A Data Entry contractor will compile the CAFÉ student data and create charts and graphs. Contracts for services will be generated to provide enrichment programs as MUVE, a dance program, or Mad Scientist, a hands-on science program. Although all sites will use their school funds to purchase STAR assessment in reading and math, the CAFÉ funds will be used to purchase the same assessment for Castle High.

Professional Development: The CAFÉ Project plans to provide continuous professional staff development. CAFÉ staff members will be encouraged to attend on-site and off-site conferences or trainings.. The Parent Leadership Training Institute (PLTI) in partnership with KCFC-PACT will provide facilitators to teach a 20-session class to a core group of parent leaders active in the community to form a Civic Design Team and become change agents in the community.

Supplies: Sub-grantee sites may purchase student supplies. These supplies should be reasonable, necessary, and allowable under the 21<sup>st</sup> CCLC guidelines. A portion of the supplies will be to purchase refreshments for family involvement activities. Attached to the purchase orders will be the agenda, sign-in, and a notation that “refreshments will be served.” Summer Lego Camp Kits, We Do Kits are necessary tools in the STEM instructional efforts and hydroponics, aquaponics, and garden supplies will support the project-based learning. Art supplies will be purchased to support Heeia Elementary’s ELT program. Bus transportation will be utilized to receive valuable off-site instruction and learning. While there, students will log onto research websites through their wireless hot spot computers.

Equipment: CAFÉ will move towards increasing their enrichment activities to offer Robotics with NXT Mindstorms. Three sets will be ordered the first year and two sets will be order in the third year. iPads and Chrome books will be utilized by the Po`okela

Academy to document their project-based learning. All purchases will follow the procurement procedures of acquiring necessary quotations and will adhere to the allowable conditions of the grant.

In-Kind Resources include custodial services, custodial supplies, use of the school's duplicating machine, technology equipment, use of facilities, electricity, water, and if needed, the school's office staff. The Po`okela Academy will use of community partner sites for learning at no cost to the school. These sites include the Waikalua Loko Fishpond, Windward Community College, Luluku Farmers Association, Papahana Kuaoloa, Hawaii Institute of Marine Biology, Paepae O H'eeia, and Kamehameha Schools' Windward properties.