

Connections PCS (CPCS)

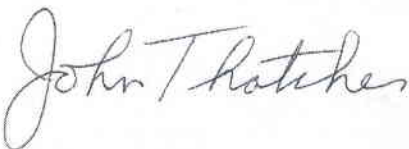

SY21-22 Comprehensive Academic Plan (CAP)

Last Approved Revision: 07/14/20

Assurances (SW1, SW2, SW3, SW4)

- A. **The school's Academic Plan is based on a Comprehensive Needs Assessment** of the entire school. Multiple forms of data including performance, demographic, process, and perception which included measures that are collected and used in the ESSA Hawaii State Plan. For more details, see the Comprehensive Needs Assessment Data Narrative and the CNA Data Report. **(SW1)**
- B. **The school's Academic Plan is developed with a variety of stakeholders.** Our planning team included parents, members of the community, and individuals who will implement and monitor the plan such as teachers, school leaders, paraprofessionals, and other school staff determined by the school. Schools with a high school division should include a student on the planning team. Planning team members and their roles are listed below **(SW2)**:
1. John Thatcher, Director
 2. Romeo Garcia, Vice Principal
 3. Shinji Salmoiraghi, Governing Board Chair
 4. Cheryl Gravela, Business Manager
 5. Damon Murphy, Administrator: Special Education Services
- C. **The school's Academic Plan and its implementation will be regularly monitored.** The school is responsible for developing and updating an Implementation Plan that aligns to the Academic Plan. **(SW3)**
- D. **The school's Academic Plan will be revised as necessary based on student needs.** Any revisions made to this plan will be reviewed with the planning team and shared with the Governing Board. All revisions must be reflected in the school budget plans.
- E. **The school's Academic Plan is available to the public while protecting the privacy of students and staff.** This plan is accessible to parents in appropriate languages when practicable. Any private or identifiable information is redacted from the plan prior to posting to your website. **(SW4)**

By signing below and submitting your plan, you are acknowledging that you understand and agree to the assurances above.

| Role | Name | E-Signature | Date |
|-----------------------|--------------------|--|---------|
| School Leader | John Thatcher |  | 4/16/21 |
| Governing Board Chair | Shinji Salmoiraghi |  | 4/16/21 |

Overview

- **Student Performance Challenges** (Performance Challenges) describe areas of low student academic achievement that the school is committed to improving. Schools focus on 1-3 challenges.
- **Performance Targets** are goals for improved performance in those challenge areas for the next 3 years.
- **Growth Progress Monitoring (Interim Measures)** describes how your school is monitoring student growth throughout the year.
- **Mission Alignment to Student Success** describes how your school is assessing with quality measures to demonstrate performance toward the school mission.
- **Major Strategies** have been designed to address the performance challenges and achieve performance targets. There may be more than one major strategy used to address a performance challenge or alternatively, a single strategy might address more than one performance challenge.
- **Key Actions** support the implementation of the major strategies and describe the milestones necessary to make the strategy work. By identifying the **various funding sources** for each **key action**, schools can consider how best to leverage multiple funding sources for a single school priority. For the purpose of reviewing this document, the Federal Programs Team (FPT) and the Hawaii Department of Education are only interested in ensuring allowable use and technical compliance for Federal Title Funds. However, FPT may use the plans to identify commonalities across the charter complex area in order to best utilize complex area funding and to partner with other stakeholders to scale resources and opportunities across the state.
- **The Implementation Plan** (separate from this plan) is a more granular document to be used to drive the short term work involved in hitting the key actions. By keeping the implementation a school-facing, flexible document, implementation tasks can be kept current and be modified easily.
- **For schools offering preschool:** While the **Performance Challenges** must be based on the academic performance of K-12th grade students, the strategies and key actions for delivering those strategies can be the same as, or informed by, the strategies in the preschool/early learning grant. By including early learning strategies and funding to support schoolwide strategies, both funding and school improvement focus is aligned and leveraged to have the maximum impact.

Plan Snapshot

Performance Challenge I

Low levels of academic achievement with relatively higher learner growth trends (as measured by annual MGP scores for ELA and Math tests) indicate a continued need for students to see relevant, real-world applications of concepts and skills taught at school.

Performance Challenge II

The school has always served a population with a high rate of socio-economically disadvantaged families. Decades of research has shown that economically disadvantaged students often perform poorly in school regardless of the quality of their education. Over 40% of the variation in average reading scores and almost half in math scores can be correlated with variation in child poverty rates. This achievement gap widens as income inequality increases.

Performance Challenge III

The school also serves a significant population where intensive and strategic assistance is needed to help students become successful readers. Low SBAC test scores for high school students with IEP's triggered the school being identified as TSI-CU under ESSA. Learning to read begins with the development of a knowledge base through experiences in the early years of life. Young children learn to understand and use spoken language through meaningful interactions with others and early experiences with text. Children vary in the experiences they bring to learning to read. Cultural factors can enhance the variances. The level of intellectual stimulation as a child usually determines the child's level of struggling in school with the arts of language. An insufficient foundation in reading, writing, and speaking does not equip students with the skill sets required to be successful in most disciplines taught in school. Students that do not have early experiences of success at learning become increasingly frustrated with academic

difficulty. Early identification and interventions for young struggling readers is critical.

Identified Root Causes and Contributing Conditions (CNA)

- Many students do not value or see the relevancy of education
- Traditional academic intervention supports are not effective for many students
- Many teachers need a greater inventory of academic and social intervention strategies to promote increased learning potentials for struggling students

Three Year Performance Cycle (STRIVE HI)

Performance Target SY 2022-2023

ELA and Math MGPs for all tested students will be greater than or equal to 60.

SY 2021-2022

ELA and Math MGPs for all tested students will be greater than or equal to 55.

SY 2020-2021

ELA and Math MGPs for all tested students will be greater than or equal to 50.

Performance Target SY 2022-2023

ELA, Math, and Science proficiency average rates for all tested students will rise by at least 9%.

SY 2021-2022

ELA, Math, and Science proficiency average rates for all tested students will rise by at least 7%.

SY 2020-2021

ELA, Math, and Science proficiency average rates for all tested students will rise by at least 5%.

Performance Target SY 2022-2023

Using the Renaissance mastery model, 85% of all students will reach their projected mastery reading level by the end of the school year.

SY 2021-2022

Using the Renaissance mastery model, 80% of all students will reach their projected mastery reading level by the end of the school year.

SY 2020-2021

Using the Renaissance mastery model, 75% of all students will reach their projected mastery reading level by the end of the school year.

Growth Progress Monitoring (Interim Measures)

Which diagnostic tools (Adaptive/Local specific) or Universal screener are you using?

Renaissance STAR tests

**Quarter 1
Growth Targets
ELA/Math/Other**

ELA and Math SGPs for all tested students will be in the range of 35-65.

**Quarter 2
Growth Targets
ELA/Math/Other**

ELA and Math MGPs for all tested students will be greater than or equal to 50.

**Quarter 3/4
Growth Targets
ELA/Math/Other**

ELA and Math MGPs for all tested students will be greater than or equal to 50.

Mission Alignment to Student Success

School Mission Statement

The purpose of Connections Public Charter School is to create an 'ohana that is conducive to the recognition and development of individual talents. Thematic and experiential learning experiences are provided that focus on how students construct knowledge using creative and critical thinking. A forum for the development of the ability to recognize and differentiate a quality result or product is offered. Classroom experiences are connected to real life experiences so that students can grow in the understanding of themselves in relation to their community and the world.

What are your school student success outcomes and how is your school assessing with quality measures to demonstrate performance toward the mission ?

Student Success Outcomes

Caring, Responsible Community Members:
Students shall develop their abilities to become responsible members of a family, work group, or local/global community within the framework of democracy.

Creative, Critical Thinkers:
Students will think creatively, critically, and strategically to make effective decisions, solve problems, and achieve goals in their academic, personal and social lives, in and out of school.

Effective Communicators:
Students will write, speak and listen effectively in a variety of situations for a variety of audiences and purposes.

Users and Producers of Technology: Students will understand, use, and evaluate technologies as well as produce new innovative uses and applications in a variety of contexts for a variety of audiences and purposes

Quality Measures

CPCS priorities are student empowerment and the establishment of a place where students and staff have a real voice. This is shown in family meetings, advisory groups, group trips, special content days planned and presented by students.

Teachers utilize formative, summative and authentic assessments. Authentic assessments include the use of portfolios, performances, and presentation of projects.

Students plan, rehearse, and give presentations for the school community and for visitors. Oral presentations are videotaped for student review and written presentations are displayed. The effectiveness of student communication is judged by peer- and self-evaluations as well as audience questions and feedback.

Students in grades K-6 learn to use the computer and Internet for educational purposes, such as online learning, research, and reflection and discussion on class blogs. As students increase in proficiency, they

including academic, personal and social.

learn to use available applications to create their own profiles and sites and organize their own data sources. Students in grades 7-12 utilize the Makery program, a sophisticated computer controlled fabrication system that translates ideas into real products. The Makery provides CPCS teachers and students with access to cutting edge hands-on engineering capabilities.

Stewards of Hawaii's Unique Environment: Students will understand a variety of ecosystems, natural energy flows and the natural environment in order to preserve and design systems to renew natural resources and habitats.

Project-based learning provides CPCS students with an opportunity to explore Hawaii's unique environment. Students have explored the watersheds and ahupua'a of Hilo Bay and designed research projects using grade appropriate science tools. A new program is being developed with a significant agriculture component at all grade levels and will utilize a school-wide exploration of Farm to School careers, agricultural operations, distribution systems, nutritional education, and challenges for sustainable agriculture in Hawaii.

Major Improvement Strategies to Address Root Causes & Performance Challenges

- A strong inquiry-based component to the curricula will allow for individualized rigor and relevance, thus keeping students challenged and motivated.
- Employ transformational personalized learning practices to help

students learn to emotionally regulate their worries about high-stakes testing.

- Use valid, reliable, actionable data and insights to inform instruction and support individual student growth.

Academic Plan

I. Major Improvement Strategy 1: Relevancy

Description: Many students do not value or see the relevancy of their education. Learning can be transformed through meaningful learning activities that both engage emotionally and connect with what students already know and value. Teachers must use a greater inventory of academic and social intervention strategies to promote increased learning potentials for struggling students.

SY 2021-2022: Key Action Steps, Necessary Resources, Funding Sources

| Key Actions (SW6) | Funding Source (indicate all that apply) | |
|--|---|--|
| A. Employ a common instructional framework that provides a vision of what success looks like for all students (especially those living in poverty). | <input checked="" type="checkbox"/> Title I- General 18902 <input checked="" type="checkbox"/> Title I- Fam Eng 18935 <input checked="" type="checkbox"/> Title II- Non HQ 20696 <input checked="" type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927 | <input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning |
| B. Support learning through the use of technology that connects teachers to people, data, content, resources, expertise, and learning experiences that empower and inspire them to provide more effective teaching for all learners. | <input checked="" type="checkbox"/> Title I- General 18902 <input checked="" type="checkbox"/> Title I- Fam Eng 18935 <input checked="" type="checkbox"/> Title II- Non HQ 20696 <input checked="" type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927 | <input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning |
| C. Utilize the instructional approaches and techniques, tools, skills and expertise required to use technology effectively to support learning. | <input checked="" type="checkbox"/> Title I- General 18902 <input checked="" type="checkbox"/> Title I- Fam Eng 18935 <input checked="" type="checkbox"/> Title II- Non HQ 20696 <input checked="" type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927 | <input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning |
| D. Use job-embedded professional | <input checked="" type="checkbox"/> Title I- General | <input type="checkbox"/> Kamehameha |

| | | |
|--|---|--|
| development that starts with data collection to address the particular needs of each teacher. | <input checked="" type="checkbox"/> 18902 <input checked="" type="checkbox"/> Title I- Fam Eng 18935 <input checked="" type="checkbox"/> Title II- Non HQ 20696 <input checked="" type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927 | <input type="checkbox"/> Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning |
| E. Use ongoing and interactive professional development in the classroom that involves modeling, team teaching, and reflective observation and feedback. | <input checked="" type="checkbox"/> Title I- General 18902 <input checked="" type="checkbox"/> Title I- Fam Eng 18935 <input checked="" type="checkbox"/> Title II- Non HQ 20696 <input checked="" type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927 | <input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning |

II. Major Improvement Strategy 2: Transformational Personal Learning Practices

Description: Creation of dynamic relationships between teachers, students, and a shared body of knowledge to promote student learning and personal growth.

SY 2021-2022: Key Action Steps, Necessary Resources, Funding Sources

| Key Actions (SW6) | Funding Source (indicate all that apply) | |
|--|---|--|
| A. Transformational Personal Learning Practices are universal and the process applies to all students. | <input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input checked="" type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927 | <input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning |
| B. Transformational Personal Learning Practices encompass the whole person: personally, professionally, mentally, physically and socially. | <input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input checked="" type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927 | <input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning |
| C. The work is built from the bottom up, utilizing | <input checked="" type="checkbox"/> Title I- General | <input type="checkbox"/> Kamehameha |

| | | |
|---|---|--|
| experiential learning to create breakthroughs. | <ul style="list-style-type: none"> <input type="checkbox"/> 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input checked="" type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927 | <ul style="list-style-type: none"> <input type="checkbox"/> Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning |
| D. Equity and Democracy guide the work to help students develop their voice and practice democratic learning and leading. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input checked="" type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927 | <ul style="list-style-type: none"> <input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning |
| E. The process is strength and passion based to help students develop talents and interests that are rooted in positive psychology. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input checked="" type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927 | <ul style="list-style-type: none"> <input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning |

III. Major Improvement Strategy 3: Academic Intervention Supports

Description: Raising standardized test scores must be a concerted effort by the entire staff. This effort will include extensive data analysis, focused professional development, frequent monitoring of student progress, practice testing throughout the year, promoting a growth mindset and self-motivation, curbing absenteeism, and personalization.

SY 2021-2022: Key Action Steps, Necessary Resources, Funding Sources

| Key Actions (SW6) | Funding Source (indicate all that apply) | |
|--|--|---|
| A. Provide effective data on which to base interpretations of students' response to intervention to all teachers and school leadership team. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927 | <ul style="list-style-type: none"> <input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning |

| | | |
|--|--|---|
| <p>B. Provide the information needed for teachers to understand the full range of instruction and interventions available to be used to ensure that core instruction and more intensive interventions are integrated across the three levels of instruction (tiers).</p> | <input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927 | <input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning |
| <p>C. Ensure that interventions are implemented the way they are intended to be done for the data collected to be useful.</p> | <input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927 | <input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning |
| <p>D. Provide intervention support and documentation. Intervention support strategies will be provided for up to 10 weeks and will include both the frequency of support and the content of the support.</p> | <input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927 | <input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning |

IV. Other Improvement Efforts

These improvement efforts may not be directly related to your MAJOR improvement strategies but still require attention and funding. Use this section to describe those efforts and how they are aligned to a need identified through the CNA process.

| Key Action Steps & Resources | Rationale Based on Needs Assessment | Funding Source (indicate all that apply) | |
|---|---|---|---|
| <p>To support the potential need for virtual learning (COVID-19), effective online instruction must establish relevant, challenging yet achievable learning outcomes within students' zone of proximal development.</p> | <p>Addresses Root Cause focused on students' need to value or see the relevancy of their education.</p> | <input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input checked="" type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927 | <input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed |
| <p>To support the</p> | <p>Addresses Root Cause</p> | <input checked="" type="checkbox"/> Title I- General | <input type="checkbox"/> Kamehameha |

| | | | |
|--|--|---|---|
| <p>potential need for virtual learning (COVID-19), assessment and feedback must be a major part of the virtual learning experience and match individual student's learning outcome needs and the instructional strategies that will be utilized.</p> | <p>focused on teachers' needs for a greater inventory of academic and social intervention strategies to promote increased learning potentials for struggling students.</p> | <p>18902</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input checked="" type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927 | <p>Schools</p> <ul style="list-style-type: none"> <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed |
| <p>To support the potential need for virtual learning (COVID-19), virtual learning must establish a supportive climate for all students.</p> | <p>Addresses Root Cause focused on traditional academic intervention supports not being effective for many students.</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input checked="" type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927 | <ul style="list-style-type: none"> <input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed |