



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: Connections Public Charter School

School Address: 174 Kamehameha Ave., Hilo, HI 96720

School Phone Number: 808-961-3664

School Website: www.connectionscharterschool.org

Submitted by John Thatcher

Principal's Signature:

Signature Date:

Approved by [Tierney McClary]

Local School Board Chair's Signature:

Signature Date:

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:

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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
Need for meaningful activities that both engage students emotionally and connect with what they already know and value.	Many students do not value or see the relevancy of education.	21, 76, 77, 79, 82, 83, 91, 92, 93
Many teachers need a greater inventory of academic and social intervention strategies to promote increased learning potentials for struggling students.	Traditional academic intervention supports are not effective for many students.	21, 23, 75, 82, 84, 86, 87, 88, 89, 90, 92, 93
Need to move away from the traditional, industrial-age model of education to a model that helps students succeed and thrive in the new Information Age.	There is an emerging, but not coherent, vision for change in public education that moves schools from the status quo embedded in the industrial model of education to one that recognizes the inherent value of technology to enhance the learning process.	76, 77, 79, 83, 84, 85, 86, 89, 90, 92, 93, 94

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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.

Targeted sub group: Disadvantaged students

Identified Needs:

- Health and Nutritional – Physical, mental, and emotional health support engagement and learning. Health-related factors (especially nutrition) have a significant effect on cognition, behavior, and the development of the brain.
- Vocabulary - Words allow students to represent, manipulate, and reframe information. The vocabulary differences among children of different socioeconomic status are shocking. Limited vocabularies affect learning, memory, and cognitive development.
- Effort and Energy – Teachers need to connect personally to children living in poverty to gain their trust. They must make real connections to a student’s world to maximize potential engagement in learning.
- Mindset - Low socioeconomic status often correlates with a negative view of the future and a sense of helplessness. Poverty is associated with lowered expectations about future outcomes. A student’s positive mind-set with teacher support can be significant asset.
- Cognitive Capacity – While children’s brains are susceptible to adverse environmental effects, they are equally susceptible to positive, enriching effects. IQ is not fixed, and school can influence many of the factors affecting it. Students with low cognitive capacity are ripe for an engaging teacher who is willing to teach the core cognitive skills that lead to academic success.
- Relationships - Children with positive relationships learn healthy, appropriate emotional responses to everyday situations. Children raised in poor households often fail to learn these responses because of absent or stressed caregivers. All children need positive, reliable adults in their lives.
- Stress Level – Stress is the body’s response to the perception of loss of control resulting from an adverse situation or person. Children raised in poverty are more likely to experience both acute and chronic stress, which often has a devastating imprint on their lives. When students are given appropriate amounts of control over their daily lives at school, the effects of chronic and acute stress diminish and engagement increases.

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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. John Thatcher, Principal	1. Oversight of planning, implementation, and professional development
2. Cheryl Gravela, Administrative Services Assistant	2. Oversight of fiscal plan implementation
3. Pamela Thatcher, Elementary teacher	3. Management of elementary staff implementation
4. Sonya Carvalho, Secondary teacher	4. Management of secondary staff implementation
5. Cathy St. George, Vice Principal	5. Management of special education staff implementation
6. Kris Kua, Studio Shaka Producer	6. Coordination of after-school program with regular day program
7. Neil Scott, Makery Specialist	7. Coordination of Makery program (regular day and after-school)
8. Heather McDaniel, Governing Board member	8. Reporting to Governing Board on program implementation and bringing board concerns/questions to appropriate staff
9. Eric Boyd, Administrative Assistant	9. Coordination of facilities and transportation support

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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)
Student engagement and empowerment will increase through a focus on relevant, rigorous learning opportunities that incorporate students' voices.	CPCS has identified and is implementing an education model (Learning Cultures) that is highly engaging and invites every student, regardless of their circumstance, to find a sense of purpose in their education that is sufficiently relevant to instill passion and intention that lead to engagement and achievement.
All CPCS learning environments will have both a direct and indirect influence on student learning, including their engagement in what is being taught, their motivation to learn, and their sense of well-being, belonging, and personal safety.	Learning is a self-initiating, self-organizing process, and the classroom environment is learning's medium. In Learning Cultures classrooms, students enjoy maximal freedom in order to take advantage of natural learning impulses. The classroom environment is an aspect of the curriculum that students are taught to use to advance their learning.
Each CPCS student's learning will be personalized, informed by high-quality data, and will advance them toward readiness for success in career, college, and community.	CPCS students find identity, meaning, and purpose for learning through connections to their community, to the natural world, and to humanitarian values.
All CPCS students will learn in an academic environment that demonstrates to each student that the adults in the school care about their learning and about them as individuals.	Caring relationships with adults at school provides a platform for helping students form realistic and reachable goals for their lives.

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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>
Student engagement and empowerment will increase through a focus on relevant, rigorous learning opportunities that incorporate students' voices.	Project based learning will be a schoolwide focus for students in all grade levels with emphasis on effective group work skills, time management, self-management, and balanced instruction using both didactic instruction and independent inquiry. Experienced teachers will help guide others through a system of networking, professional development, and administrative support.	2017-2020	A reflective, self, peer, and teacher assessment process will be implemented to specifically measure evidence of progress. The process will be maintained by teachers and monitored by teachers and administrators.	Elementary and secondary grade level chairs	<input checked="" type="checkbox"/> PP \$ <input checked="" type="checkbox"/> Title I \$ <input checked="" type="checkbox"/> Title II \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A

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<p>The learning environments will have both a direct and indirect influence on student learning, including their engagement in what is being taught, their motivation to learn, and their sense of well-being, belonging, and personal safety.</p>	<p>Students will enjoy maximal freedom in order to take advantage of natural learning impulses. The classroom environments are an aspect of the curriculum that students will be taught to use to advance their learning. Administrative staff will work with classroom teachers to create and/or modify learning environments that are dynamic and positively influence students' academic, affective, social, and behavioral learning.</p>	<p>2017-2020</p>	<p>Students will find a sense of purpose in their education that is sufficiently relevant to instill passion and intention that lead to increased engagement and achievement. Progress will be monitored through surveys, classroom/teacher observations, and self-assessments.</p>	<p>Administrative staff and grade-level chairs</p>	<p> <input checked="" type="checkbox"/> PP \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title II \$ <input checked="" type="checkbox"/> Other \$ <input type="checkbox"/> N/A </p>
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Goal 2: Staff Success. Connections 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)
Embrace professional development for teachers, administrators, and other instructional staff that increases knowledge, understanding, and ability to use inclusive practices and multitiered supports with students that need diverse instructional methods.	CPCS has identified and is implementing an education model that is highly engaging and invites every student, regardless of their circumstance, to find a sense of purpose in their education that is sufficiently relevant to instill passion and intention that lead to engagement and achievement.
Targeted recruitment of teachers, administrators, and other educational staff to facilitate hiring of candidates with a mindset that is compatible with the needs, philosophy and practices embraced by the school.	CPCS is a small school. As such, it offers an environment in which students are more visible. Student-teacher relationships are strong, allowing teachers to more easily identify individual talents and unique needs of each student. This provides opportunities for a more personalized educational experience.
Market teaching at CPCS in partnership with professional groups, organizations, and associations and other community organizations to attract more candidates interested in teaching at a progressive K-12 charter school in Hawaii.	CPCS has worked with many local community members and organizations through Studio Shaka and the Makery. The programs also offer a venue for exposure on a national and international arena.

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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>
Teachers, administrators, and other instructional staff will increase their knowledge, understanding, and ability to use inclusive practices and multitiered supports with students that need diverse instructional methods.	CPCS staff will continue to develop the Learning Cultures model through targeted professional development, classroom support, and through consultation with the creator of the model and her team (McCallister & Gordon).	2017-2020	To monitor and respond to teachers' professional development needs, we will administer an annual Learning Cultures Professional Development Survey.	John Thatcher	<input type="checkbox"/> PP \$ <input checked="" type="checkbox"/> Title I \$ <input checked="" type="checkbox"/> Title II \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A

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The school will recruit teachers, administrators, and other educational staff with a mindset that is compatible with the needs, philosophy and practices embraced by the school.	CPCS will use marketing strategies to highlight and disseminate information about the purpose and accomplishments of our students through the regular and after-school programs.	2017-2020	Marketing metrics will be compiled and analyzed to gain a perspective on the effectiveness of the campaign.	Kris Kua and Neil Scott	<input checked="" type="checkbox"/> PP \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title II \$ <input checked="" type="checkbox"/> Other \$ <input type="checkbox"/> N/A
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Goal 3: Successful Systems of Support. The system and culture of Connections 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)
Maintain a culture of innovation to support Student Success and to continually improve operations of the school.	Studio Shaka, the Makery, and Google for Education applications promote the understanding, use, and evaluation of technologies as well as production of new innovative uses and applications.
Maximize allocation of resources toward strategic uses to advance equity	Severely limited per-pupil funding must be carefully budgeted by the

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and excellence.	Governing Board to support mission and vision of the school.
Continually support culture of continuous improvement to provide efficient transactions and operations.	CPCS has a governing board that acts effectively and ethically in their duties related to overseeing the mission, fiscal integrity, and educational quality of CPCS. This board also directs and provides guidance for the school improvement process.

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>
Continually improve operations of the school by maintaining a culture of innovation that supports student success.	The roles and authority of teachers and the administrators facilitate shared decision-making concerning goals, plans, implementation, and monitoring. Formal work groups and procedures are created as part of a programmatic reform blueprint.	2017-2020	Assess the level of ownership felt by individuals and groups who are known to have initiated and/or controlled a change process.	John Thatcher	<input checked="" type="checkbox"/> PP \$ <input checked="" type="checkbox"/> Title I \$ <input checked="" type="checkbox"/> Title II \$ <input checked="" type="checkbox"/> Other \$ <input type="checkbox"/> N/A

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Maintain support for a culture of continuous improvement to provide efficient transactions and operations.	Support people who embrace change by supporting their initiatives with needed resources and recognizing their accomplishments in the community.	2017-2020	Staff evaluations recognize and document individual improvement efforts.	Administrators	<input checked="" type="checkbox"/> PP \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title II \$ <input checked="" type="checkbox"/> Other \$ <input type="checkbox"/> N/A
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