

**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*

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**School**: Innovations Public Charter School

**School Address**: 75-5815 Queen Ka’ahumanu Hwy.

**School Phone Number**: 808-327-6205

**School Website**: www.ipcs.info

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| **Submitted by Jennifer Hiro** | |
| **Principal’s Signature:** | **Signature Date:** |

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| **Approved by Jolene Mears** | |
| **Local School Board Chair’s Signature**: | **Signature Date:** |

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| **Acknowledged by Charter School Commission’s Executive Director** | |
| **Executive Director’s Signature**: | **Signature Date:** |

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| **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** | |
| Native Hawaiian Students consistently underperform on the SBA (state assessment) as compared to the general population for the last eight years. We need to bridge the gap for the Native Hawaiians in order for these students to succeed. | Standardized tests are biased to mainland students. Several questions may be deemed irrelevant to Hawaiian Students. Many Hawaiian students also fall into the disadvantaged subgroup which is also prone to underperformance. | 16-17,  22-23,  25, 31-33 | |
| Disadvantaged students have consistently unperformed on standardized tests as compared to the general population. We need to bridge the gap for disadvantaged students in order for these students to succeed. | Families struggling to provide basic needs for their children have less time and resources to allocate to their children. They may not have the fund for tutors and extra learning opportunities or may have more stress due to struggling financially. | 16-17,  22-23,  25, 31-33 | |
| Parents do not have a clear understanding of project based learning and the grade level common core standards. | Teachers and administration have not conveyed the new common core standards and project based learning education setting in a way that parents have a clear understanding of the school curriculum and how that curriculum is linked to the common core standards. | 19, 26, 45 | |
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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. | | | |
| Disadvantaged students and Native Hawaiian consistently trail in all grades on the SBA (state assessment). We will work to deliver small group push in intervention via part time tutors to help bridge the learning group of these subgroups. | | | |

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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.Jennifer Hiro, Director | 1. Responsible for monitoring all part-time tutor push-in intervention. |
| 2.Jennifer Hiro, Director | 2.Responsible for reviewing diagnostic, formative and summative achievement and progress assessment of our Hawaiian Students and disadvantaged students that are below grade level. |
| 3.Ira Yamagata, SPED Leadership Team | 3. Responsible for parent nights and curriculum shares to ensure that parents are educated in the common core standards and the value of a project based education. |
| 4.Lee Nelson, Business Manager | 4. Responsible for all fiscal Title I payments and fiscal compliance. |
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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.*

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| **Outcome:** By the end of three years, | **Rationale: Explain the link to your CNA / Underlying Cause(s)** |
| All students will be offered and engaged in a rigorous well rounded education so that all students can successfully transition to high school and other educational experiences. | Native Hawaiian Students and Disadvantaged students will receive additional intervention so that those students are as well prepared as the overall population in reading and math. |
| All of Innovations community will clearly understand the mission of education the whole child – body mind and spirit – through a team approach to student centered learning. | On page 7 of the CNA, our mission is clearly articulated. This mission states that we will strive to educate the whole child, body, mind and spirit. We will continue to engage community partnerships through mentorships and foster an education rich in music, arts, gardening, physical education, Hawaiian culture and technology. |
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| **Desired Outcomes** | **Strategies & Actions** | **School Year(s) of Activity** | **Relevant Interim Measures** | **Accountable Lead(s)** | **Funding Sources** |
| *Based on Strategic Plan* ***Student Success*** *Indicators* | ***How*** *will you achieve your goal? What* ***resources*** *will you leverage?* | ***When*** *will this occur?* | *How will you know if you are on track to meet your goal? How will you* ***monitor progress****?* | ***Who*** *will be leading?* | *Check applicable boxes to indicate source of funds.* |
| Academic Achievement – students will achieve academic targets.  Achievement Gap – Economically disadvantaged and Native Hawaiian students will meet the overall student average levels of achievement. | Push in intervention by part-time tutors will support low income and Native Hawaiian students that are trailing behind on the SBA (standardized tests). | 2017-2020 | Summative testing in spring of 2018, 2019, 2020 will measure the proficiency level and the achievement gap for Native Hawaiian and Economically disadvantaged students.. The governing board, title I team and leadership team will evaluate results each fall and adjust professional develop and intervention delivery as needed. The school director will monitor progress 3 times a year by reviewing diagnostic and formative assessments. | Jennifer Hiro,  Director | PP $  Title I $  Title II $  Other $  N/A |
| School Climate – the school climate will be one in which the whole child – body mind and spirit will be nurtured. | We will continue to offer art, drama, music, gardening and technology across all grades. We will continue to leverage these resources by attracting over 50 mentors for the community. | 2017-2020 | FAME fine arts mentorship will be continued to be offered to all 5-8th grade students. All 7th and 8th grade students will mentor with community professionals. All grade levels will have at least one dramatic, musical performance per year. All students will partake in physical education and gardening weekly in order to continue the mission of education the whole child. | Jennifer Hiro,  Director | PP $  Title I $  Title II $  Other $  N/A |

**Goal 2: Staff Success**. **Innovations 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.*

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| **Outcome:** By the end of three years, | **Rationale: Explain the link to your CNA / Underlying Cause(s)** |
| All staff will clearly understand the common core standards and strive HI 3.0 educational goals so that they can effectively deliver education to students and convey standards to parents. Staff will also be able to instruct parents on how to help their children with their learning. | In the CNA, we noted that only 36% of the teachers believed that parents had a strong understanding of the standards and curriculum and knew how to help their children with their learning. |
| All staff will be HQ and governing board will foster a school climate where teachers feel supported. | In the CNA, Innovations had a strength of low staff turnover. This is due to good working environment and happy staff. The governing board will continue to support staff so that retention of quality teacher is maintained. |
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| **Desired Outcomes** | **Strategies & Actions** | **School Year(s) of Activity** | **Relevant Interim Measures** | **Accountable Lead(s)** | **Funding Sources** |
| *Based on Strategic Plan* ***Staff Success*** *Indicators* | ***How*** *will you achieve your goal? What* ***resources*** *will you leverage?* | ***When*** *will this occur?* | *How will you know if you are on track to meet your goal? How will you* ***monitor progress****?* | ***Who*** *will be leading?* | *Check applicable boxes to indicate source of funds.* |
| Teacher Positions Filled. The board and leadership team will continue to hire only teachers that have been through an SATEP and will ensure that they become HQ as soon as possible. | Only teachers that have completed a SATEP will be considered for hire. Positions will be advertised early in February so that all positions can be filled by June prior to school starting. Teachers not yet HQ in Hawaii, will be required to take the praxis in their first year of hire. | 2017-2020 | Progress will be measured by staff retention rates and staff HQ rates. The goal will be over 80% retention rates and 100% HQ. | Jennifer Hiro, Director | PP $  Title I $  Title II $  Other $  N/A |
| Family and Community Engagement – Teachers will engage parents by effectively explaining project based curriculum and common core standards. Teachers will clearly explain to parents how they can help students with their learning. | Jennifer Hiro, Director, will provide professional development based on her continuing education classes in projected based learning for principals. Outside consults will be engaged to provide professional development in core content areas. Jennifer Hiro will training push in tutors to effectively assist in core content area instruction. | 2017-2020 | Teacher surveys will show improvement in their perception as to parent knowledge of curriculum and knowledge of how to help their child. Parent surveys will occur annually adding the questions:  “Do you clearly understand how to support your child’s learning?”  “Do you have a clear understanding of the statewide standards?”  “Do you understand the project based learning method of instruction?” | Jennifer Hiro,  Director | PP $  Title I $  Title II $  Other $  N/A |

**Goal 3: Successful Systems of Support.** The system and culture of **Innovations 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.*

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| **Outcome:** By the end of three years, | **Rationale: Explain the link to your CNA / Underlying Cause(s)** |
| Partner with parents and community via curriculum shares, school performances and newsletters. | In the CNA, we noted that only 36% of the teachers believed that parents had a strong understanding of the standards and curriculum and knew how to help their children with their learning. We will provide more curriculum shares, school performances and newsletters to better convey project based learning and common core standards. |
| Continue to highlight and foster “Bright Spots” that are innovation to our curriculum. | In the CNA, we highlight special programs as interest groups, garden and recycling program, performing arts, Hawaiiana, physical education, mentorships, Leadership, Service Learning, Fine Arts Mentorship Experience, Martial Arts, Japan Club/ Seiko School Exchange Programs. |
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| **Desired Outcomes** | **Strategies & Actions** | **School Year(s) of Activity** | **Relevant Interim Measures** | **Accountable Lead(s)** | **Funding Sources** |
| *Based on Strategic Plan* ***Successful Systems of Support*** *Indicators* | ***How*** *will you achieve your goal? What* ***resources*** *will you leverage?* | ***When*** *will this occur?* | *How will you know if you are on track to meet your goal? How will you* ***monitor progress****?* | ***Who*** *will be leading?* | *Check applicable boxes to indicate source of funds.* |
| School Climate –  More Engaged parents increase student success.  Family and Community Engagement – Bring parents on campus and continually education parents about standards and curriculum supports students. | Curriculum shares by each grade level at least two times per year. Grade level performances at least once a year.  Outreach events such as pancake breakfasts to highlight student achievement and learning.  Quarterly newsletters to highlight curriculum and project based learning. | 2017-2020 | Student, parent, teacher and board satisfaction surveys. Student, teacher and board retention. | Jennifer Hiro, Director | PP $  Title I $  Title II $  Other $  N/A |
| School Climate – We will continue to build on our school “Bright Spots” that make Innovations special and a school of choice in West Hawaii. These “Bright Spots” enhance the school climate. | Continue to invest in special programs as interest groups, garden and recycling program, performing arts, Hawaiiana, physical education, mentorships, Leadership, Service Learning, Fine Arts Mentorship Experience, Martial Arts, Japan Club/ Seiko School Exchange Programs. Continue to recruit community mentors to support via their talents or financial or in-kind donations, Innovations’ “Bright Spot” practices. | 2017-2020 | Student, parent, teacher and board satisfaction surveys. Student, teacher and board retention. |  | PP $  Title I $  Title II $  Other $  N/A |