

## IV. SCHOOL ACADEMIC PLAN

☐ Attach or insert the school's academic plan or use this suggested template.

☐ **Reflective questions for academic plan**

**1. Do the actions/activities align (address) the root causes of low student achievement?**

**2. Is the academic plan focused and substantive to sustain continuous school improvement?**

**GOAL 2: Every student at LCPCS is known and valued.**

**Objective 2a:** Students, faculty, & staff will develop social & emotional literacy and self-advocacy skills to support a positive learning environment

**Baseline Data:**

SPED SY 14-15: 20% of total student population  
 SPED - Emotional Disturbance category: 12% of total SPED population  
 SY 14-15 Suspensions: 94  
 SY 14-15 Disciplinary Referrals: 725  
 SY 15-16 Values & Beliefs Survey about LCPCS (on a scale of 1 to 5):  
     (Middle School) When I am at school, I feel that:  
         I belong - 3.7 avg  
         I have choices in the way I learn - 3.4 avg  
         Students at my school treat me with respect - 3.7 avg  
     (High School) When I am at school, I feel that:  
         I belong - 3.5 avg  
         I am in charge of what I learn - 3.1 avg  
         Other students treat me fairly - 3.4 avg  
     (Operational & Instructional Staff) :  
         I feel like I belong at this school - 4.1 avg  
         I work with people who treat me with respect - 4.1. avg  
         I have the opportunity to think for myself, not just carry out instructions - 4.2 avg  
 SY 15-16 Brief Internalizing & Externalizing Survey for Youth (BIESY):  
     (Middle School) At-risk externalizing behaviors - 7%  
         At-risk internalizing behaviors - 12.3%  
         At-risk both behaviors - 26.3%  
         Total %age of middle school students at-risk internalizing, externalizing, and/or both - 45.6%  
     (High School) At-risk externalizing behaviors - 10.2%  
         At-risk internalizing behaviors - 20.4%  
         At-risk both behaviors - 22.4%  
         Total %age of high school students at-risk internalizing, externalizing, and/or both - 53%  
 SY 14-15 Strengths & Difficulties Questionnaire (SDQ; Goodman, R. 2005) survey for all students:  
     15% of all elementary (K-5) students presented borderline or abnormal difficulties as measured by

**Targets:**

- 100% of students demonstrate growth on SB, NWEA, and DRA
- 30% reduction in suspensions
- 30% reduction in disciplinary referrals
- Increase responses from Values & Beliefs Survey about LCPCS baseline data statement to 4.0 avg (at a minimum) to reflect an answer of "AGREE"
- 10% reduction in total percentage of middle school students and high school students at-risk of internalizing, externalizing, and/or both behaviors on the BIESY
- 10% reduction in total percentage of middle school students and high school students at-risk of internalizing, externalizing, and/or both behaviors on the BIESY
- 10% reduction in total percentage of elementary and secondary students who present borderline or abnormal difficulties as measured by emotional symptoms, conduct problems, hyperactivity, peer problems, and pro-social behaviors on the SDQ

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emotional symptoms, conduct problems, hyperactivity, peer problems, and pro-social behaviors  
43% of secondary (6-12) students presented borderline or abnormal difficulties as measured by  
emotional symptoms, conduct problems, hyperactivity, peer problems, and pro-social behaviors

### Strategies:

1. Provide a physically, emotionally, and intellectually safe and stimulating school environment to ensure student success

### Rationale:

According to the Collaborative for Academic, Social, and Emotional Learning, “Social and emotional skills are critical to being a good student, citizen and worker; and many risky behaviors can be prevented or reduced when multi-year, integrated efforts are used to develop students’ social and emotional skills.” Many research-based studies show that social and emotional learning (SEL) co-relates with improving academic performance and lifelong learning.

Actions/Activities	Measurable Outcomes	Lead	Participants	Expenditure Description and Funding Sources	Timeline/Due Date
Continue to prioritize, via dedicated time in the school schedule, character education (social and emotional learning - SEL) assemblies/classes for secondary students utilizing teacher-led instruction and community partners to deliver programs that cover core competencies such as being responsible, decision making, relationship skills, social awareness, self-awareness, & self-management	<p>The master schedule has specific times set aside to implement the selected SEL curricula and it is taught with fidelity</p> <p>Administrative team, faculty, staff, and other caring adults understand and support character education/SEL initiatives</p> <p>30% reduction in disciplinary referrals and suspensions</p>	<p>School Director</p> <p>Counselor</p>	<p>Students, teachers, and staff (6-12)</p> <p>Papahana Waipunalei Administrator</p> <p>Psychiatrist/ Psychologist</p>	<p>School Director State Per Pupil</p> <p>Counselor \$60,000 State Per Pupil</p> <p>Papahana Waipunalei Administrator \$35,000 Other</p> <p>Psychiatrist/Psychologist \$40,000 DOE Supplemental</p>	<p>July '16 – May '17 Monthly</p>
Continue teacher-led SEL classes with Second Step curriculum for preK, elementary, and middle	<p>Administrative team, faculty, staff, and other caring adults understand and support character education/SEL initiatives</p>	Counselor	Students, teachers, and staff (K-5)	<p>Counselor See above</p> <p>Papahana Waipunalei</p>	<p>Aug '16 – May '17 Bi-weekly</p>

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school students <i>10/28 - started, on-going</i>	30% reduction in disciplinary referrals and suspensions		Papahana Waipunalei Administrator  Psychiatrist/ Psychologist	Administrator See above  Psychiatrist/Psychologist See above	
Continue teacher-led SEL classes using School-Connect curriculum for high school students <i>10/28 - started, discussions on-going</i>	The master schedule has specific times set aside to implement the selected SEL curriculum and it is taught with fidelity	Counselor	Counselor 6-12 teachers, students  Papahana Waipunalei Administrator	Counselor See above  Papahana Waipunalei Administrator See above	Aug '16 – May '17
Continue to implement Behavior Intervention Plan  <i>10/28 - started, on-going</i>	Faculty and staff use proactive classroom strategies with fidelity to manage student behavior  Students are held accountable for behavior using the tiered consequence framework  Consequences are delivered with fidelity (correct consequence given in a timely fashion)  Follow up on referrals provided to faculty, staff, and families	School Director	All staff	School Director State Per Pupil	Aug '16 – May '17
Continue the programmatic efforts of Papahana Waipunalei (Health & Well-being Initiative) through its multiple approaches and its involvement in professional development opportunities	Support evidence-based SEL approaches like Ho'omakaukau, SEL spaces, peer mediation, SPRINKLERS, and use of SEL curricula, along with future SEL programmatic ventures  Administrative support of involvement in professional development opportunities for SEL purposes	School Director  Counselor	Students, teachers, and staff (PreK-12)  Papahana Waipunalei Administrator	Counselor See above  Papahana Waipunalei Administrator See above  Psychiatrist/Psychologist See above	Aug '16 – May '17

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	30% reduction in disciplinary referrals and suspensions		Psychiatrist/ Psychologist		
Ensure the continuous improvement and reinforcement of Papahana Waipunalei school and community-wide to ensure programmatic fidelity	Regularly meet with school staff and school community members for improvement and reinforcement purposes to ensure programmatic fidelity  Administrative support of continuous improvement processes around SEL initiative	School Director  Counselor	Students, families, teachers, and staff (PreK-12)  Papahana Waipunalei Administrator  Psychiatrist/ Psychologist	Counselor See above  Papahana Waipunalei Administrator See above  Psychiatrist/Psychologist See above	Aug '16 – May '17

### Strategies:

2. Articulate and reinforce conflict resolution strategies and school-wide behavior policy; school stakeholders support positive behavior goals.

### Rationale:

Diversity coupled with low social & emotional skill sets lead to frequent conflicts which detract from a healthy learning environment. Improving conflict resolutions strategies and schoolwide behavior provide critical life skills and improve the learning environment.

Actions/Activities	Measureable Outcomes	Lead	Participants	Expenditure Description and Funding Sources	Timeline/Due Date
Collect and disseminate school climate data from all stakeholders in an ongoing and systematic way (e.g. perception surveys, focus groups, behavior/discipline data)  <i>10/28 - started, Jessica revising, determining if focus groups would a better way to survey for</i>	Administrative team provides and supports the analysis of climate data with teachers, staff, and school community  30% reduction in disciplinary referrals and suspensions	School Director  Data Coordinator	Students, faculty, staff & families (K-12)	School Director State Per Pupil  Data Coordinator (.5FTE) See above Supplemental	Aug '16 – May '17

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<i>school climate.</i>					
Develop plan to communicate and reinforce school discipline policies and goals with students, parents, teachers, and staff  <i>10/28 - started, continuing.</i>	Administrative team, teachers, and staff understand, support, and reinforce school discipline policies and climate goals with students and families  30% reduction in disciplinary referrals and suspensions	School Director	Students, faculty, and staff (K-12)	School Director State Per Pupil  Psychiatrist/ Psychologist See above	Plan: July '16 Communicate & reinforce: July '16- May '17
Introduce restorative justice curriculum and practices to ensure all school community members are operating from this approach	All school community members understand, support, and reinforce positive social and emotional behavior through restorative justice practices  30% reduction in disciplinary referrals and suspensions	School Director	Students, faculty, and staff (K-12)	School Director State Per Pupil  Psychiatrist/ Psychologist See above	Aug '16 -- May '17
Implement a PBIS Rewards system  <i>10/28 - started, on-going</i>	An elementary and secondary PBIS system is integrated into both programs  Rewards system provides both short term and long term rewards  Rewards are provided for both academic and behavioral success	School Director	Students, faculty, and staff (K-12)	School Director State Per Pupil  Psychiatrist/ Psychologist See above	July '16 - May '17

### Strategies:

3. Develop Student Profiles for every student with input from the student, teachers, family, and other supportive adults that expands on criteria in LDS and the eCSSS EWSSS to include social & emotional factors.

### Rationale:

To fulfill our Mission and organizational goal of knowing and valuing every student (Pre-K through 12), a student profile that includes information beyond the typical collection of data in a student information system must be created and populated with input from all those that care about the student.

Actions/Activities	Measurable Outcomes	Lead	Participants	Expenditure Description and Funding Sources	Timeline/Due Date
Identify and/or develop data tracking systems and	Administrative team, teachers, and other caring/supportive adults provide input on relevant data	Data Coordinator	Teachers (K-12), Administration	Data Coordinator (.5FTE)	Apr 14 – Jun 14 August 1, 2015

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report templates for the creation of Student Profiles <i>10/28 - started, in process</i>	and user-friendly format  100% of students demonstrate growth on SBAC, NWEA, and DRA			See above	
Collect and track data for Student Profiles and disseminate to teachers, parents, and students	Administrative team provides and supports the analysis of student learning and behavior with teachers and staff  100% of students demonstrate growth on SBAC, NWEA, and DRA	Data Coordinator	Teachers (K-12), Administration	Data Coordinator (.5FTE) See above	Quarterly - Aug, Oct, Dec, Mar Monthly for high needs students
Analyze data & information to inform appropriate academic and behavioral interventions for individual students  <i>10/28 - started, in process</i>	Administrative team and teachers support the analysis of data from Student Profiles and classwork to determine appropriate academic and behavioral interventions  100% of students demonstrate growth on SBAC, NWEA and DRA.	DCIA	Teachers, instructional assistants, students, and parents (K-12) Administration	DCIA State Per Pupil  Education Officer (CAO) – DOE Provided  Intervention Specialists (2) See above	Weekly (in conjunction with PSP process)

### Strategies:

#### 4. Implement Personal Success Plans for all Secondary students

#### Rationale:

As an extension of the Student Profile, Personal Success Plans that are started when students enter into the secondary program will lay out a clear post high-school plan.

Actions/Activities	Measurable Outcomes	Lead	Participants	Expenditure Description and Funding Sources	Timeline/Due Dat
Design Personal Success Plan (PSP) templates for all secondary students based on their Student	Administrative team and teachers collaborate with students and parents to design PSPs based on Student Profiles	Data Coordinator  PSP/	Teachers (K-12), Administration	Data Coordinator (.5FTE) See above	Aug '16 -- May '1

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Profile	<p>Students collaborate with administrative team members, teachers, and parents to develop Personal Success Plans</p> <p>100% of students demonstrate growth on the SBAC and NWEA.</p>	Transition Coordinator		<p>PSP/Transition Coordinator (.5FTE) \$32,000.00 DOE Supplemental</p> <p>PSP/Transition Supplies \$500 State Per Pupil</p>	
Develop and monitor structures and processes for maintaining and monitoring PSPs	<p>Administrative team and teachers support and follow systems and processes for maintaining and monitoring PSPs</p> <p>Students participate in support systems and processes for maintaining and monitoring PSPs.</p> <p>100% of students demonstrate growth on the SBAC and NWEA.</p>	<p>PSP/Transition Coordinator</p> <p>School Director</p>	Teachers (K-12), Administration	<p>PSP/Transition Coordinator See above</p> <p>PSP/Transition Supplies See above</p> <p>School Director State Per Pupil</p>	Weekly
Meet with students on a regular basis to review and update PSP with student	<p>Administrative team members and teachers meet with students regularly to review and revise their PSP</p> <p>Students are engaged in regular review and revision of their PSP</p> <p>100% of students demonstrate growth on the SBAC and NWEA.</p>	PSP/Transition Coordinator	Teachers, students, parents, instructional assistants (K-12)	<p>PSP/Transition Coordinator See above</p> <p>PSP/Transition Supplies See above</p>	Weekly
Monitor and meet with students and their guardians to support post-high school transitions including on-time graduation and college and	<p>Administrative team and teachers participate in and support post-high school transitions initiatives to ensure on-time graduation and college/career readiness</p> <p>Students receive individualized support to ensure on-time graduation and college/career readiness</p>	PSP/Transition Coordinator	Ohana teacher, students, parents, and teachers (11-12) Administration	<p>PSP/Transition Coordinator See above</p> <p>PSP/Transition Supplies</p>	Weekly Quarterly or as needed for parents

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career readiness for students in grades 11-12	100% of students graduate and enter college, the workforce, or the military within 6 months of graduation			See above	
Support students with college and career goals including interest/aptitude inventories, parent events, college admission and financial aid applications, exposure to a variety of post-high school options.	Administrative team and teachers participate in and support post-high school transitions initiatives to ensure on-time graduation and college/career readiness  Students receive individualized support to ensure on-time graduation and college/career readiness  100% of students graduate and enter college, the workforce, or the military within 6 months of graduation	PSP/ Transition Coordinator	Students, parents, and teachers (11-12)	PSP/Transition Coordinator See above  PSP/Transition Supplies See above	Aug '16 – May '17  Interest inventories August, 2016  Monthly college/career events  Quarterly parent events

### Strategies:

5. Continue to refine a student support system based on Student Profile data that expands on criteria in LDS and eCSSS EWSSS to include social & emotional factors

### Rationale:

In order to provide proactive interventions that prevent issues, rather than reactive treatment, the use of a comprehensive student support system (Pale Liko) will be utilized. provides a systemic process that is both qualitative and quantitative.

Actions/Activities	Measureable Outcomes	Lead	Participants	Expenditure Description and Funding Sources	Timeline/Due Date
Form student support team and determine meeting schedule and processes including communications, support for system, and preventative actions.	Administrative team, faculty, staff, and other caring adults are represented on the student support team, support the initiative, and understand their role in relation to the expected outputs  30% reduction in disciplinary referrals and suspensions  100% of students demonstrate growth on SBAC, NWEA, and DRA	School Director	Student Support System Team	School Director State Per Pupil  Intervention Specialists (2) See above  Psychiatrist/ Psychologist See above	Aug '16-May '17 Meet weekly



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Determine predictors (e.g. recent traumatic event, dangerous behaviors, threats of suicide/runaway, substance abuse)	<p>Administrative team, faculty, staff, and other caring adults provide input on predictors and support system</p> <p>30% reduction in disciplinary referrals and suspensions</p> <p>100% of students demonstrate growth on SBAC, NWEA, and DRA</p>	School Director	Student Support System Team	<p>School Director State Per Pupil</p> <p>Intervention Specialists (2) See above</p> <p>Psychiatrist/ Psychologist See above</p>	Aug '16-May '17
Identify students at risk for behavior issues and develop and implement preventative actions for individual students	<p>Administrative team, faculty, staff, and other caring adults provide input and support for the system</p> <p>Administrative team, faculty, staff, and other caring adults implement preventative actions for individual students</p> <p>30% reduction in disciplinary referrals and suspensions</p> <p>100% of students demonstrate growth on SBAC, NWEA, and DRA</p> <p>Brief Internalizing &amp; Externalizing RtI Behavior screener utilized 1/qtr</p>	School Director	Student Support System Team	<p>School Director State Per Pupil</p> <p>Intervention Specialists (2) See above</p> <p>Psychiatrist/ Psychologist See above</p>	Aug '16-May '17
Monitor and evaluate student support system and early intervention strategies	<p>Administrative team, faculty, staff, and other caring adults participate in evaluation of the student support system and intervention strategies</p> <p>Administrative team, faculty, staff, and other caring adults provide appropriate support to students who are struggling academically and emotionally</p>	School Director	Student Support System Team	<p>School Director State Per Pupil</p> <p>Intervention Specialists (2) See above</p> <p>Psychiatrist/ Psychologist</p>	Aug '16-May '17

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	30% reduction in disciplinary referrals and suspensions			See above	
	100% of students demonstrate growth on SBAC, NWEA, and DRA				