

# LAUPAHOEHOE COMMUNITY PUBLIC CHARTER SCHOOL STRATEGIC PLAN

(Draft 11-9-14)

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### WHAT IS THE STRATEGIC PLAN?

#### *The Laupahoehoe Community Public Charter School Strategic Plan...*

- defines the long term direction of the organization;
- provides a framework for the Board and Director to make decisions that affect the long term goals and objectives of the organization (3-5 years);
- includes the organization's vision of a preferred future to which the organization aspires;
- includes the organization's mission, which defines its purpose and role as it works to achieve this preferred future;
- defines the critical strategic issues that must be addressed by the organization for it to achieve its desired outcome of vision and mission;
- shows how the organization addresses each strategic issues through specific goals, which are desired outcomes that guide the identification of specific objectives and resource allocation;
- includes an action plan of specific measurable objectives which can realistically achieve each goal;
- assigns each objective to a responsible person with allocated resources and a defined completion date.
- is consistent with and complementary to the LCPCS Annual Academic Plan and the Detailed Implementation Plan.
- should be updated periodically including annual updates of objectives and budgets.

## LAUPAHOEHOE COMMUNITY PUBLIC CHARTER SCHOOL

**VISION:** *Families, staff and community working together to graduate successful learners who are job, school, and life-ready.*

**MISSION:** *To emphasize hands on learning and academic success where every student is known, valued and loved, using community partnerships and resources while instilling traditional cultural values.*

***What we do well and where we need to improve:***

Through a facilitated process, a diverse group of stakeholders identified the strengths, weaknesses, opportunities and threats for the school. Five groups, each with about 6-12 individuals including students, teachers, staff, parents, and community members, developed their own list in each category. These lists were then ranked by participants to identify the top priority items.

Key strengths identified by the group include

- the dedicated and talented staff, teachers, and Board of Directors;
- the school's community volunteers;
- the facilities and physical location (the `aina);
- optimism in the school's leadership, commitment to improve, and confidence in self-reliance;
- incorporation of Hawaiian cultural practices and values;
- agriculture; and
- students feeling known and valued.

Key weaknesses identified by the group include

- the outreach communications is poor internally and externally;
- enrichment classes are missing, like art, music, etc...;
- lack of funding;
- not everyone is on the same page, there are still some lingering bad feelings in transition;
- meeting the diverse student needs;
- lack of after-school opportunities;
- lack of time or support for professional development; and
- lack of vocational training programs.

Key opportunities identified by the group include

- engaging community partners;
- securing grants through the Hui nonprofit organization to support the School;
- being a model and cooperate with other schools in a Professional Learning Community;
- improving student performance at school; and
- using technology strategically.

Key threats identified by the group include

- inconsistent funding; competition from schools that offer more;
- declining momentum with low test scores and academic performance;
- negative community talk and miscommunication;
- staff and teachers are spread too thin, risking burnout;
- graduates are not ready for life, school and job; and
- home environments.

# LAUPAHOEHOE COMMUNITY PUBLIC CHARTER SCHOOL

## STRATEGIC ISSUES AND ASSOCIATED GOALS

Three strategic issues describe what needs to be addressed so the school can successfully achieve its mission and vision. For each strategic issue, specific goals are identified to address the issue.

***Strategic Issue #1: The school's success depends on its teachers being able to provide high-quality holistic education for every student in partnership with the students' families and community members.***

- **Goal #1:** Every student receives a high-quality, holistic education.
- **Goal #2:** Teachers are prepared and able to deliver a high-quality, holistic, project-based education to each student which meets or exceeds overall academic standards.
- **Goal #3:** The school involves each student's parent(s) and family to enhance his/her academic success, social-emotional health, and achievement of life goals.

***Discussion:***

Learning of all subjects at LCPCS should happen in an integrated, multi-disciplinary way with explicit consideration given to multiple intelligences. The planning group described characteristics of a high-quality, holistic education. A "high quality" education emphasizes academic and emotional components of the learning process; promotes self-learning through acquisition of "read to learn" skills; values critical thinking; emphasizes accountability for measurable results; adopts high-quality learning materials; employs ongoing, formative assessment; incorporates student-driven learning; uses test scores to guide academic planning; and regards each student as a self-confident, problem-solving contributor to society. A "holistic" education adopts an integrated, interdisciplinary approach with explicit consideration given to multiple intelligences; addresses the importance of psycho-social-emotional components as well as family and community supports to developing successful learners; provides for professional development; embraces the community; and embodies place-based learning.

***Strategic Issue #2: The school's success depends on an effective system of internal and external support to establish and maintain its education program.***

- **Goal #4:** Our people and processes are well managed, fully utilized and regularly recognized.
- **Goal #5:** Our facilities are well managed and fully utilized.
- **Goal #6:** The LCPCS budget fully supports school infrastructure.

***Discussion:***

Funding and volunteer support is needed for many purposes including: Funding and volunteer support is needed for many purposes including facility management, library, equipment, technology, transportation, kitchen facilities, supplies, professional development for teachers and staff, after-school programs, and tutoring.

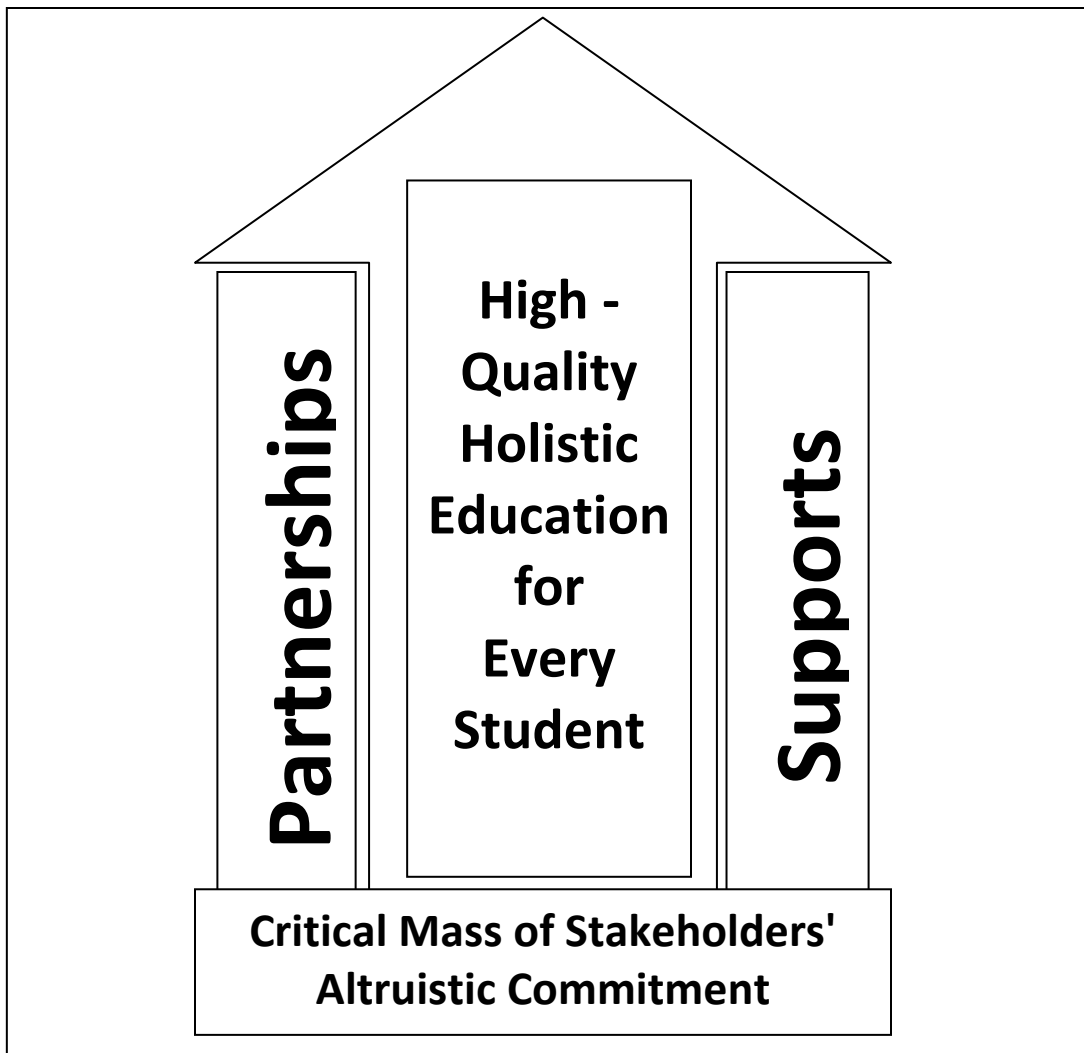
***Strategic Issue #3: The school's success depends on a critical mass of school stakeholders demonstrating an altruistic commitment to the organization through their contribution of time, talent, money, and love.***

- **Goal #7:** LCPCS has the capacity to secure and manage the resources to support its education program.
- **Goal #8:** Financial contributions are secured from business, foundations, service clubs, and individuals to ensure achievement of LCPCS' mission and strategic goals.
- **Goal #9:** LCPCS leverages community partnerships, volunteer support, and in-kind resources to support its mission and strategic goals.

Discussion:

An effective two-way communication system must be implemented to engage and inform stakeholders (i.e., teachers, parents, students, alumni, community members, businesses, service clubs, and elected officials) to involve them in ways which foster altruistic commitment to support the mission of the school, increase partnerships, secure monetary and in-kind donations, and increase volunteer participation at Board meetings, school events, athletic events, after-school programs, and other activities. All stakeholder groups should understand the mission and goals of LCPCS, and that this mission and these goals are clearly represented in all school functional areas. Stakeholders personally contribute time, talent, money and love to support the "Greater Good" of the Community by ensuring every student is known and valued.

Laupahoehoe Community Public Charter School: Flow diagram showing a critical mass of stakeholders' altruistic commitment through partnerships and other supports to the school to achieve a high-quality holistic education for every student:



## **SUMMARY OF GOALS**

### **HIGH QUALITY AND HOLISTIC EDUCATION FOR EVERY STUDENT**

- **Goal #1: Every student receives a high-quality, holistic education.**
- **Goal #2: Teachers are prepared and able to deliver a high-quality, holistic, project-based education to each student which meets or exceeds overall academic standards.**
- **Goal #3: The school involves each student's parent(s) and family to enhance his/her academic success, social-emotional health, and achievement of life goals.**

### **EFFECTIVE INTERNAL AND EXTERNAL SUPPORT FOR SCHOOL'S PEOPLE AND FACILITIES**

- **Goal #4: Our people and processes are well managed, fully utilized and regularly recognized.**
- **Goal #5: Our facilities are well managed and fully utilized.**
- **Goal #6: The LCPCS budget fully supports school infrastructure.**

### **SUFFICIENT ADDITIONAL STAKEHOLDER SUPPORT WITH DONATIONS OF MONEY, GOODS AND SERVICES TO SUPPORT ITS EDUCATION PROGRAM.**

- **Goal #7: LCPCS has the capacity to secure and manage the resources to support its education program.**
- **Goal #8: Financial contributions are secured from business, foundations, service clubs, and individuals to ensure achievement of LCPCS' mission and strategic goals.**
- **Goal #9: LCPCS leverages community partnerships, volunteer support, and in-kind resources to support its mission and strategic goals.**

## OBJECTIVES AND STRATEGIES

Objectives to achieve these goals are listed here. They are focused on outcomes and measurable. Strategies are listed below each Objective. From this list of objectives and strategies, the School Director will present a list of proposed Objectives to the Board, which will be finalized in discussion with Board members. Administration in collaboration with key stakeholders will determine strategies to achieve the objectives.

### **1.0 HIGH QUALITY AND HOLISTIC EDUCATION FOR EVERY STUDENT**

#### **1.1 Establish Professional Learning Community and Professional Development for holistic and interdisciplinary teaching with consistent training and professional development for the entire staff.**

- Professional development would include courses, training, peer observation, Professional Learning Communities, speakers as well as establishment of a "Holistic Committee."
- Develop plan to provide faculty training about Bloom's Taxonomy and how to integrate it as an approach into daily instruction across all subjects, including "extra-curricular" or "enrichment."

#### **1.2 Implement Project-Based Learning (PBL) in Grades 6 – 12.**

- Get buy-in from the school on PBL.
- Conduct outreach to parents and community partners about PBL,
- Provide more preparation time and peer collaboration time for teachers in Grades 6-12 to plan lessons to meet objectives (1 hour a day),
- Furnish hands-on field work experiences, and
- Offer project-based education with a focus on sustainability.

#### **1.3 Improve HSA Scores across the board by 15% .**

- Students take greater responsibility for their education, homework, Edline, and greater classroom participation.
- Student outcomes are regularly reviewed and analyzed to inform instructional objectives and teaching practices through an on-going formative assessment such as the one used for Continuous School Improvement.
- Have an Instructional Leader by Year Three.
- Explicit integration of Bloom's Taxonomy into daily instruction across all subjects, including "extra-curricular" or "enrichment" by Year Three.
- Other possible measures in Year Five: 90% of the school at Reading Proficiency; 75% of the school at Math Proficiency.

#### **1.4 Manage conflicts effectively at all levels of the school.**

- Adopt a conflict management style and set up training for faculty and staff, EAs and parents.
- The RTI (Response to Intervention) cohort under training to be completed later this year will work with the CSI to develop a program to roll out training to the entire school for the practice of conflict resolution techniques (MVC, RTI).
- The RTI will be implemented school wide in Year 2 with high quality explicit instruction and practice of conflict resolution techniques (MVC, RTI) that is used by students and all school community members to minimize "crisis" communication and the ways it disrupts learning. Training offered to school families might include parenting skills, conflict management techniques, and compassionate communication.

### **1.5 Strengthen the agriculture programs at the school.**

- Continue Garden Resources class for K-5.
- Build a strong farm to school committee to operate a robust farm to school program that provides excellent nutrition in school food programs.
- Determine how to meet the grant requirement for the Farm to School program to buy and prepare the required percentage of food from local ranchers and farmers in our cafeteria.
- Follow the farm to school implementation plan, while assessing and modifying goals and objectives.
- Work toward the goal of 50% of the cafeteria food coming from the garden and local farmers and ranchers by Year Five.
- By Year Five, implement an agriculture literacy program, where every student knows where their food comes from, which integrates math, language arts, and science into farm-to-school initiatives.

### **1.6 Support educational enrichment programs.**

- Continue CTE (Career and Technology Education) Programs of Agriculture and Culinary Arts.
- Support and expand Music Program.
- Establish Art Program.
- Have a well functioning wood shop and auto shop program.
- Have a strong Industrial Arts program.
- Art, Music, Dance, and Garden are all integrated throughout all subjects.
- All students are involved in service learning and will provide 10 hours per year of school-based service learning before graduation.
- Provide transportation for service learning and off-site programs.
- Hire teachers for open positions who have alternative (non-DOE) training background.
- Hire Art Teacher for one class per week in each grade K-12 by Year Three.
- Establish Music Program one class per week for each grade K-12 by Year Three.

### **1.7 Implement Hawaiian cultural activities.**

- Continue and expand the Hawaiian cultural influence on the school's daily life by honoring our 'aina, our people, and our history.
- By Year Three, hire a Hawaiian cultural studies teacher and establish a Hawaiian cultural studies program with a full time kumu and a traditional arts program.
- Develop the three raw acres into a Hawaiian Village with thatch hales, canoe building, rope making, gardens, livestock, hula and chanting, martial arts, plant medicine, and fishing by Year Three.

### **1.8 Support the athletic program.**

- Continue Physical Education for K-12;
- Sustain High School Swim Team, Girls High School volleyball team
- Add a Boy's team of some sport, such as basketball, by Year Three.
- Start a soccer team for all age players to make future high school soccer players by Year Three.
- Offer physical health services two days a week.
- Athletics Program is stable and fully integrated into LCPCS planning for programming and facilities including a variety of sports in high school and middle school.
- Expansion for athletic facilities by Year Five.

## **2.0 EFFECTIVE INTERNAL AND EXTERNAL SUPPORT FOR SCHOOL'S PEOPLE AND FACILITIES**

### **2.1 Strengthen the organizational capacity and infrastructure within the school.**

- Develop policies and procedures for all school departments.
- Automate internal approval processes.
- Establish effective communication within school community including newsletters and One-Call system.

### **2.2 Communicate effectively with the faculty and staff so they all know about and support school goals, objectives, strategies and educational programs, and are implementing curriculum with fidelity.**

- Create a streamlined communication system with faculty and staff.
- Regularly recognize examples of excellence demonstrated by faculty and staff through articles, photos, and profiles included in the internal and external communications from LCPCS.

### **2.3 Manage the facilities well and fully utilize them.**

- Obtain the master plan blue print drawings.
- All windows are operational.
- All class rooms are painted.
- All spaces are cleaned on a regular basis.
- Depreciate equipment inventory appropriately and plan for replacement.
- All school property is managed properly.
- Develop long term State Capital Improvement Project funding request strategy with legislators.
- Develop a strategy for preparing long term master site plan by Year Three, including a possible dormitory, expanded athletic facilities, 3-acre Hawaiian cultural learning center, and expanded agriculture area.
- Identify and review options to finance installation of solar hot water systems to reduce utility costs by Year Three.
- Identify and review options to install security cameras by Year Three.
- Prepare an inventory of all equipment.
- By Year Five, all equipment will be inventoried and utilized properly.
- Identify and review options to finance installation of a renewable energy system, like solar photo-voltaic, that reduces utility costs by Year Five.
- By Year Three, develop a proposal to submit to the Board to construct dorms for boarding students that want to come to school at Laupahoehoe, but live too far away to commute; for students who need a safe environment for whatever reason; and for housing for teachers.
- By Year Five, raise funds to plan, design and build a dorm – get grant funding for green building. Use this as a learning project for students and marketing for the school.

### **2.4 Make sure all of the technology is up-to-date and functional**

- Consolidate the technology we have and make sure it works including computers and printers.
- Develop feasibility assessment to establish a mobile computer lab with laptop and iPad services here in Laupahoehoe.
- Identify and review options to develop an on-site server with hard-drive as a back-up and buffer in case of system failure by Year Three.
- Develop plan to hire a full time technology teacher providing technology instruction for K-12 grades, including computer coding by Year Three.
- Provide in-service training to teachers to use the technology.
- Develop plan by Year Three to provide laptop computer or iPad for every student in Year Five.



**2.5 Increase parent participation and involvement in the education of their students.**

- Identify and recruit one class parent per grade level to develop a parent organization.
- Establish a formalized, PTA-like parent organization.
- Increase parent involvement in PTA to 80% by Year Five.

**2.6 Improve the nutritional support programs for students.**

- Support Food Bank's initiative to pass out backpacks with food twice this year, and have a truck with food come to deliver once this year.
- Continue Food Bank program with backpacks and truck delivery at same or increased level every year.
- Identify and review options for expanding the nutritional support programs to provide more meals to students
- Offer hot dinner two days a week by Year Three.
- Provide breakfast, lunch and dinner to all students 5 days a week by Year Five.

**2.7 Provide for high quality emotional and social support for every student.**

- Implementation and use of an intervention program in the entire school starting in year two and continuing into year three and four.
- Continue the work of the committee to advocate with County and State legislators for social services in Laupahoehoe including expanded mental and physical health services.
- Offer mental health services two times a week by Year Three.
- Offer physical health services two days a week by Year Three.

**2.8 Expand community education program.**

- Develop plan to initiate adult education program to possibly include courses in Parenting, Time Management, Language, Vocational Training, and Wellness/Health.
- Offer one adult education class in Year Three.
- Offer several adult education classes in Year Five.

**2.9 Balance the budget which fully supports school infrastructure and programs.**

- Develop a plan with annual targets to increase enrollment to maximize tuition income.
- Expand marketing efforts.
- Expand bus service to have a second run for after school programs and activities.
- Establish a Home-school Program in which home-schooling families are embraced to work as a hui within the school and share resources.
- Increase enrollment to 300 students on campus by Year Three.
- Secure State Capital Improvement Project funding for major infrastructure projects.
- Secure additional donations to cover costs not supported by tuition income (see below).

**3.0 SUFFICIENT ADDITIONAL STAKEHOLDER SUPPORT WITH DONATIONS OF MONEY, GOODS AND SERVICES TO SUPPORT ITS EDUCATION PROGRAM.****3.1 Increase stakeholder support.**

- Board of Directors issues a statement that the likelihood of success of LCPCS achieving its vision and mission is dependent on a critical mass of stakeholders demonstrating an altruistic commitment to the school through their contributions of time, talent, money and love. The Board can emphasize the transformative power of altruism and love that enables the school and its community of engaged stakeholders to ensure every child is known and valued.

- The Board develops a stakeholder engagement plan that identifies the various stakeholder groups, the system to gather stakeholder information to create a database, and an outreach plan to inform stakeholders of all the opportunities for engagement with the school at events, games, after-school programs, class work, and field work. Stakeholders would include alumni, students, families, neighbors, community, local businesses, and elected officials. The purpose of the outreach plan is to increase participation of alumni and community members attending board meetings, volunteering in school projects and making contributions to the school.
- Initiate outreach program to send targeted information to specific stakeholders with methods of communication that meets their needs, like the local style of talking story and BBQ, an outstanding website, various social media platforms, an effectively distributed electronic newsletter, and media releases about the school are sent regularly to Hawaii Tribune Herald. Some targeted methods include:
  - Alumni: emails, newsletters, luncheons, Frisbee golf.
  - Students: Newsletters, exposure, motivation, art shows, project displays, positive interaction with students of all grades (high school tutoring grade school, sharing projects/talents), class parties with families, satisfaction surveys.
  - Community: Newsletters, flyers, posters, emails, social media, press, newsletters, potluck meet and greets, Frisbee golf, pool parties, service projects, Projects at Laupahoehoe Point, Street and road clean-ups, elderly assistance with yard, etc...
  - Local businesses: Student representatives to share involvement with school i.e., workshops, training, demonstrations.
  - Politicians: Students, teachers, community representatives, history class, PBL.
- Establish an effective volunteer program to support classroom needs (Reading, support, publish, writing technology, etc...).
  - Volunteer coordinator job is established starting initially as an unpaid position to communicate with stakeholders and identify the opportunities for volunteering at the school during events, games, after-school programs, class work and field work in support of classes; and set up a volunteer sign up and management system.
  - Volunteer coordinator works with Board of Directors to develop a fundraising plan.
  - Volunteer coordinator organizes social opportunities (alumni gatherings, disc golf). Venues for involvement are defined.
  - Establish a volunteer evaluation system with satisfaction surveys and other methods.
  - Celebrate stakeholders and acknowledge them and their contributions.
  - Share success stories via website and social media as examples to follow at school.
  - Bring stakeholders together in small groups to build relationships.
- By Year three, establish an effective Communication and Outreach system.
  - Hire a part-time paid communications and community relations position.
  - Produce and distribute to stakeholders a quarterly newsletter.
  - Develop and maintain a LCPCS website and other social media platforms.
  - Develop a database for all stakeholder groups, maintained through ongoing data collection happening at events and activities, and satisfaction surveys.
  - Volunteer coordination and recognition and outreach to community partners.
  - Develop a stakeholder handbook that addresses any legal arrangement needed.
- By Year Five, hire a full-time communication manager to build and maintain a contact database, managing and communicating with stakeholders, doing community and alumni relations, stakeholder data management, events, media, building partnerships, fund-raising and establishing an Endowment Fund.

### 3.2 Seek and secure additional resources to supplement programs not funded by tuition income.

- Seek and secure additional resources to supplement programs not supported by general fund.
- Establish a functioning fund-raising nonprofit organization that seeks and secures funding.
- Complete the database which lists available resources and funding cycles we could tap.
- Prepare a Fund Development plan and release it to the school and public.
- Establish a fund to raise money for a million dollar renovation.
- Increase reserve funding amount by Year Three.
- Regularly collect program data so it is available and used in grant writing by Year Three.
- Assign a grant writer on staff.
- Recruit a core group of donors who are committed to support our programs; businesses who contribute to school with money, land, technology, and teaching extracurricular activities; and politicians who support charter schools agenda through policies and legislation that raises funding levels and makes rules modifications in favor of charter schools.
- Continue to cultivate partnerships with the following: Legislators, U.S. Forest Service, Adult Education, Pre-school, NHERC, QLCC, Robotics, USDA, TMT, USDA for Ag programs, Hawaii Department of Agriculture for Ag programs, Watershed Partnerships, Kohala Center for Ag programs, Dairy, Wood/Metals/Auto, Art/Music, Hawaiian Culture – Hikino.
- Develop a plan to establish partnerships with the following: Hawaii Community College, Hui'ana, Department of Health, Kamehameha Schools regarding education programs as well as agriculture programs, Hospitality, Hamakua Mushroom Farm, every business in the area, Laupahoehoe Train Museum, Big Island Toyota, Work Force Development, USDA Forest Service, Tutu and Me, and DLNR.

**Example of Draft List of Targets to Measure Effectiveness of Achieving Objectives - Year Five**

	Participation	Funding and/or resources,
Parents	<ul style="list-style-type: none"> <li>• 75% involvement in PTC or Hui</li> <li>• 100% returns forms</li> <li>• 75% use Edline</li> <li>• 50% open</li> <li>• more turnout at events</li> <li>• 10% of incoming families cite partner as reason to enroll</li> </ul>	<ul style="list-style-type: none"> <li>• 50% give or donate something to school</li> <li>• Volunteer expertise for school projects</li> <li>• Volunteer to host interns or student service projects</li> </ul>
Director	<ul style="list-style-type: none"> <li>• Visit 100% of families</li> </ul>	
Politicians	<ul style="list-style-type: none"> <li>• Attend graduation</li> <li>• Attend May Day</li> </ul>	<ul style="list-style-type: none"> <li>• CIP \$ for school</li> <li>• Security facilities funding</li> <li>• Flexibility C.L.</li> <li>• Coll. B.A.</li> <li>• Charter legislation and funding</li> </ul>
Local Business	<ul style="list-style-type: none"> <li>• 25% of local businesses are partners</li> <li>• Five students are job-placed with a partner</li> <li>• Attend Ho'olaulea Event</li> </ul>	<ul style="list-style-type: none"> <li>• Internships</li> <li>• Business Conferences</li> </ul>
Alumni	<ul style="list-style-type: none"> <li>• Attend May Day</li> <li>• Attend Graduation</li> <li>• Attend Alumni Week</li> <li>• Attend 100<sup>th</sup> anniversary</li> </ul>	<ul style="list-style-type: none"> <li>• 75% response donating \$</li> </ul>
Students	<ul style="list-style-type: none"> <li>• 100% participation in service project or internship</li> <li>• 100% compliance for uniforms</li> <li>• Satisfaction Survey</li> <li>• 90% homework completion</li> <li>• 10% of former student interns are pursuing the field</li> </ul>	
Community	<ul style="list-style-type: none"> <li>• Someone chairs Music Festival</li> </ul>	

## **LCPCS 2015 ACTION PLAN (Draft 11-9-14):**

-See attached

### **GLOSSARY:**

**Annual Academic Plan:**

**Bloom's Taxonomy:**

**Capital Improvement Project funding:**

**Career and Technology Education (CTE) Programs:**

**Continuous School Improvement (CSI):**

**Detailed Implementation Plan:**

**Farm to School Program:**

**Hawaii State Assessment (HSA):**

**High Quality Education:**

**Holistic Education:**

**Instructional Leader:**

**Mediating Violent Conflict (MVC):**

**One-Call system:**

**Parent Teacher Association (PTA):**

**Professional Learning Community (PLC):**

**Project Based Learning:**

**Response to Intervention (RTI):**

**School Stakeholders:**

### **LIST OF RELATED RESOURCE MATERIAL:**

- LCPCS Strategic Plan Meeting Notes 8-23-14
- LCPCS Strategic Planning Consolidated SWOT Notes and Summary of 8-23-14
- LCPCS Strategic Plan Meeting Notes 8-24-14
- LCPCS Detailed Implementation Plan (Revised May 2, 2011)
- LCPCS Academic Plan 2014-2015