

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 1: All students demonstrate academic competence in each grade level, achieved through a shared instructional vision implemented with fidelity.

Objective: Every student will make one year’s worth of academic growth in Math and Language Arts, except for students who are two or more years behind who will make at least two year’s worth of growth.

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| <p>Baseline Data:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: left;">Baseline Data:</td> <td></td> <td></td> <td></td> </tr> <tr> <td>HSA</td> <td style="text-align: center;">2012</td> <td style="text-align: center;">2013</td> <td style="text-align: center;">2014</td> </tr> <tr> <td>Math</td> <td style="text-align: center;">42%</td> <td style="text-align: center;">37%</td> <td style="text-align: center;">28%</td> </tr> <tr> <td>Reading</td> <td style="text-align: center;">62%</td> <td style="text-align: center;">58%</td> <td style="text-align: center;">52%</td> </tr> </table> <p>SBAC see data profile NWEA see data profile</p> | Baseline Data: | | | | HSA | 2012 | 2013 | 2014 | Math | 42% | 37% | 28% | Reading | 62% | 58% | 52% | <p>Targets:</p> <p>Grade 3 will meet or exceed state average on SBAC in SY 16-17.</p> <p>Grades 4-5 will show a 15% gain on SBAC in SY 16-17.</p> <p>Secondary will show a 15% increase in the number of students meeting proficiency in both Math and Language Arts as measured by the SBAC in SY 16-17.</p> <p>70% of students in elementary will meet or exceed their projected RIT range score in reading (NWEA) by Spring 2017.</p> |
| Baseline Data: | | | | | | | | | | | | | | | | | |
| HSA | 2012 | 2013 | 2014 | | | | | | | | | | | | | | |
| Math | 42% | 37% | 28% | | | | | | | | | | | | | | |
| Reading | 62% | 58% | 52% | | | | | | | | | | | | | | |

Strategies:
1a. Differentiate classroom instruction for all students.

Rationale:
LCPCS services one of the most diverse regions in the country. Coupled with its small size and persistently low achievement by students in various sub-groups there is an ever-widening skills gap that must be addressed through data-driven responses to intervention and instructional improvements school-wide. Therefore, teachers must be able to anticipate and respond to a variety of student needs in the classroom through differentiated learning strategies.

| Actions/Activities | Measureable Outcomes | Lead | Participants | Expenditure Description and Funding Sources | Timeline/Due Date |
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| <p>Conduct a Comprehensive Needs Analysis of instruction at LCPCS to better inform areas of focus and prioritization of our resources and also help to set the standard for teaching and learning. Historical patterns of student’s performance, both long-term and short-term, point to the need to assess quality of instruction.</p> | <p>CNA completed and shared</p> | <p>School Director Director of Curriculum, Instruction, and Assessment (DCIA)</p> | <p>All faculty K-12</p> | <p>School Director State Per Pupil DCIA State per pupil</p> | <p>Oct ‘16</p> |
| <p>Preschool completes TS Gold assessment in a minimum of 15 domains at three points throughout SY16-17</p> | <p>TS Gold data</p> | <p>DCIA</p> | <p>PreK teacher</p> | <p>Federal Preschool Grant</p> | <p>Oct. 2016</p> |
| <p>Administer DRA assessment for K-5 a minimum of 3x per year</p> | <p>Teachers use DRA as baseline for differentiated instruction K-5 and to monitor ongoing student progress in reading 100% of non-proficient students demonstrate one or more grade levels of growth on DRA</p> | <p>DCIA Intervention Specialist</p> | <p>K-5 teachers</p> | <p>DCIA See above Intervention Specialists (2) \$140,000 DOE Supplemental</p> | <p>Within initial 2-week period of 2-15-2016 school year. End of 1st semester Within last 3 weeks of 4th quarter</p> |
| <p>Increase targeted and meaningful use of technology as supplemental to differentiated classroom instruction and as part of Tier One and Two intervention to close skills gap</p> | <p>Teachers analyze student learning data to determine targeted use of technology interventions and their effectiveness 100% of students in grades 2-5 will actively participate online in Achieve 3000 100% of non-proficient students demonstrate one or more grade levels of growth on the SBAC and NWEA 100% of students demonstrate growth during the 2016-</p> | <p>DCIA K-12 teachers</p> | <p>K-12 teachers Data Coordinator</p> | <p>DCIA See above Intervention Specialists (2) See above (Supplemental) Achieve3000 \$5,000 Title I</p> | <p>Aug ‘16-May ‘17</p> |

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| | 2017 academic year, as measurable by SBAC and NWEA | | | Language Arts Tutor Title I \$12,300 Math Tutor Title I \$12,334 | |
| Provide 1-to-1 Chromebooks for all secondary students to assist with the delivery of differentiated and remedial instruction | Teachers analyze student learning data to determine targeted use of technology interventions and their effectiveness 100% of non-proficient students demonstrate two or more grade levels of growth on the SBAC, NWEA, and DRA 100% of students demonstrate growth during the 2015-2016 academic year, as measurable by SBAC and NWEA | DCIA Intervention Specialists | K-12 teachers Data Coordinator Technology Support Personnel | DCIA See above Intervention Specialists (2) See above (Supplemental) Chromebooks 13,500 Title I | Aug '16-May '17 |

Strategies:
1b. Implement curriculum, instruction, assessments and supports that are aligned to CCSS and articulated across grade levels and content areas.

Rationale:
Integrity of instructional practices that employ CCSS-aligned curriculum and are informed by ongoing formative and summative assessments.

| Actions/Activities | Measureable Outcomes | Lead | Participants | Expenditure Description and Funding Sources | Timeline/Due Date |
|---|--|-------------|---------------------|--|--------------------------|
| Develop curriculum maps in all content areas, using CCSS-aligned summative assessments as starting point, including Gradpoint and NWEA. | Teachers use CCSS-aligned curriculum materials to determine appropriate pace that ensures students' academic success, as measured by CCSS-aligned summative assessments (Gradpoint, NWEA) 100% of non-proficient students demonstrate two or more grade levels of growth on the SBAC and NWEA 100% of students demonstrate growth during the 2015- | DCIA | K-12 Teachers | DCIA See above NWEA MAP Training \$1500 Title I Funds | July '16 |

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| | 2016 academic year, as measurable by SBAC and NWEA | | | | |
| Provide professional development for teachers in differentiated instructional strategies, including the use of technology, to address individual student needs | Teachers across all grade levels and content areas implement targeted and flexible small group instructional strategies that are determined by ongoing analysis of student learning data 100% of non-proficient students demonstrate one or more grade-levels of growth on the SBAC and NWEA 100% of students demonstrate growth during the 2015-2016 academic year, as measurable by SBAC and NWEA | DCIA Intervention Specialists | K-12 Teachers Educational Assistants | DCIA (both) See above Intervention Specialists (2) See above | July '15 – Jun '16 |
| Provide students with rubrics to accompany learning units | Teachers provide rubrics at the onset of lessons or units to make expectations clear and support academic success for students Students will be able to clearly articulate academic expectations for formative and summative assessments across content areas 100% of non-proficient students demonstrate one or more grade-levels of growth on the SBAC. 100% of students demonstrate growth during the 2015-2016 academic year, as measurable by SBAC. | DCIA State per Pupil | K-12 Teachers Educational Assistants | DCIA See above | Aug '16-May '17 |
| Continue NWEA MAP Assessments Grades 1 - 5 - beginning, middle and end (reading & math; language included for grades 3-5) Grade K - middle and end (reading and math) Grades 6-12 - beginning and middle (reading and | Teachers use NWEA results to inform instruction, reinforced by Achieve 3000 and Gradpoint data 100% of non-proficient students demonstrate one or more grade levels growth on NWEA 100% of students demonstrate growth during the 2015-2016 academic year, as measurable by NWEA | School Director Testing Coordinator NWEA MAP Training | K-12 Teachers, students Educational Assistants | School Director State Per Pupil Testing Coordinator (.25FTE) State Per Pupil NWEA MAPS Web-based Training \$1,500 Title I NWEA MAP \$2,900 | Aug '16-May '17 |

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| math) | | | | | |
| Continue alignment with Theory of Action within teaching teams | <p>Teachers meet regularly to analyze CCSS-aligned formative assessments to inform instructional practices that address students' needs in real time</p> <p>Completion of TOA activity metrics</p> <p>100% of non-proficient students demonstrate one or more grade levels growth on the SBAC and NWEA</p> <p>100% of students demonstrate growth during the 2015-2016 academic year, as measurable by SBAC and NWEA</p> | DCIA Data Coordinator | K-12 Teachers Intervention Specialists Educational Assistants | DCIA See above Data Coordinator (.5FTE) \$35,000 DOE Supplemental | Aug '16-May '17 |
| Determine schoolwide (K-12) CCSS-aligned academic focus to create vertically-aligned learning continuum, as appropriate | <p>Teachers will use data to determine schoolwide (K-12) CCSS-aligned academic focus (e.g. persuasive/argument writing) to create vertically-aligned learning continuum, as appropriate</p> <p>Teachers will use data to analyze and improve instructional outcomes for students in the selected focus K-12 across language arts and math</p> <p>Elementary teachers will use Lucy Calkins Units of Study writing curriculum with fidelity</p> <p>100% of students will demonstrate grade-level proficiency in the selected focus, as determined against SBAC rubric</p> | DCIA | DCIA | DCIA See above | July 2016 |
| Continue implementation of Wonders Language Arts curriculum | <p>Teachers use Wonders CCSS-aligned language arts curriculum with fidelity</p> <p>100% of non-proficient students demonstrate one or more grade levels growth on the SBAC and NWEA</p> <p>100% of students demonstrate growth during the 2016-2017 academic year, as measurable by SBAC and</p> | DCIA School Director | Teachers (K-5) Educational Assistants | DCIA See above School Director State Per Pupil | Aug '16-May '17 |

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| | NWEA | | | | |
| Improve student access to literacy skills across content areas through professional development, rich classroom libraries, and instruction aligned to CCSS. | <p>Teachers ensure that content-rich literature, non-fiction texts, and academic language is embedded in all instruction across all content areas</p> <p>Pre-K through grade 5 writing vision created</p> <p>Writing exemplars staircasing from grades K-5</p> <p>100% of non-proficient students demonstrate one or more grade levels of growth on the SBAC and NWEA</p> <p>100% of students demonstrate growth during the 2015-2016 academic year, as measurable by SBAC and NWEA</p> <p>Student perception data notes an increase in relevance and interest in academic content</p> | DCIA School Director | Teachers (Pre-k-5) | DCIA See above School Director State Per Pupil Achieve3000 See above Title I | Aug '16-May '17 |
| Increase Reading/Literacy and Math intervention materials (e.g. manipulatives, tools, workbooks, Achieve 3000) | <p>Teachers use Reading/Literacy and Math intervention materials and manipulatives</p> <p>100% of non-proficient students demonstrate one or more grade levels growth on the SBAC and NWEA</p> <p>100% of students demonstrate growth during the 2015-2016 academic year, as measurable</p> | DCIA School Director | Teachers (K-5, 6-12 math & language arts) Educational Assistants | DCIA See above School Director State Per Pupil Reading/Literacy materials and supplies \$4500 Title I Math intervention materials (e.g. manipulatives, tools, workbooks) \$1,100 Title I Achieve3000- See above Title I | Aug '16-May '17 |
| Continue the programmatic efforts of | Support evidence-based SEL approaches like | School Director | Students, teachers, and | Counselor See above | Aug '16 – May '17 |

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| <p>Papahana Waipunalei (Health & Well-being Initiative) through its multiple approaches, including evidence-based curricula and its involvement in professional development opportunities</p> | <p>Ho‘omākaukau, SEL spaces, peer mediation, SPRINKLERS, and the use of SEL curricula (with fidelity), along with future SEL programmatic ventures</p> <p>Administrative support of involvement in professional development opportunities for SEL purposes</p> <p>100% of students demonstrate growth during the 2016-2017 academic year, as measurable by SBAC and NWEA</p> | <p>Counselor</p> | <p>staff (PreK-12)</p> <p>Psychiatrist/ Psychologist</p> | <p>Psychiatrist/Psychologist \$40,000 DOE Supplemental</p> | |
| <p>Ensure the continuous improvement and reinforcement of Papahana Waipunalei school and community-wide to ensure programmatic fidelity</p> | <p>Regularly meet with school staff and school community members for improvement and reinforcement purposes to ensure programmatic fidelity</p> <p>Administrative support of continuous improvement processes around SEL initiative</p> | <p>School Director</p> <p>Counselor</p> | <p>Students, families, teachers, and staff (PreK-12)</p> <p>Psychiatrist/ Psychologist</p> | <p>Counselor See above</p> <p>Psychiatrist/Psychologist See above</p> | <p>Aug '16 – May '17</p> |

Strategies:
1c. Implement teacher supports & accountability systems.

Rationale:
A backwards-mapped teacher evaluation process provides clear understanding of goals and objectives and supports teachers in delivering outstanding instruction to all students, as per the expectations outlined in the DOE evaluation rubric.

| Actions/Activities | Measureable Outcomes | Lead | Participants | Expenditure Description and Funding Sources | Timeline/Due Date |
|--|---|-------------|----------------------|---|-------------------|
| <p>Develop curriculum maps in all content areas, using CCSS-aligned summative assessments as starting point, including Gradpoint and NWEA.</p> | <p>Teachers use CCSS-aligned curriculum materials to determine appropriate pace that ensures students’ academic success, as measured by CCSS-aligned summative assessments (Gradpoint, NWEA)</p> <p>100% of non-proficient students demonstrate two or more grade levels of growth on the SBAC and NWEA</p> <p>100% of students demonstrate growth during the 2015-2016 academic year, as measurable by SBAC and NWEA</p> | <p>DCIA</p> | <p>K-12 Teachers</p> | <p>DCIA See above</p> <p>NWEA MAP Training \$1500 Title I Funds</p> | <p>July '16</p> |

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| <p>Conduct professional development to familiarize faculty with teacher observation framework and evaluation process</p> | <p>Administrative team and faculty attendance at PLC meetings</p> <p>On-going feedback from administrative team</p> <p>Familiarity of evaluation framework</p> | <p>School Director</p> <p>DCIA</p> | | | <p>ongoing</p> |
| <p>Conduct classroom observations and provide feedback and coaching to teachers to strengthen tier one interventions</p> | <p>Teachers use feedback to adjust delivery of instruction and academic content to support student learning</p> <p>100% of non-proficient students demonstrate one or more grade levels of growth on the SBAC, NWEA, and DRA</p> <p>100% of students demonstrate growth during the 2015-2016 academic year, as measurable by SBAC and NWEA</p> | <p>School Director</p> <p>DCIA</p> | <p>School Director</p> <p>DCIA</p> <p>Teachers</p> <p>Educational Assistants</p> | <p>School Director State Per Pupil</p> <p>DCIA State per Pupil</p> | <p>Aug '16-May '17</p> |
| <p>Front-load professional expectations for teachers, as per DOE teacher evaluation rubric, to support teacher evaluation process</p> | <p>Teachers and DCIA conference quarterly using DOE evaluation rubric to determine priorities that support successful classroom practice, as determined by outcomes of teacher evaluation process</p> <p>Students demonstrate measurable improvements in learning, as per DOE rubric guidelines for quality teaching practices</p> <p>100% of non-proficient students demonstrate one or more grade levels growth on the SBAC and NWEA</p> <p>100% of students demonstrate growth during the 2015-2016 academic year, as measurable by SBAC and NWEA</p> | <p>School Director</p> <p>DCIA</p> | <p>PreK-12 Teachers</p> <p>Intervention Specialists</p> <p>PreK-12 Teachers</p> | <p>School Director State Per Pupil</p> <p>DCIA State per Pupil</p> <p>Intervention Specialists (2)</p> <p>Title I Supplemental Funds</p> | <p>Aug '16-May '17</p> |
| <p>Establish Theory of Action and PLC structures and processes to foster teacher collaboration, thereby supporting instructional improvements</p> | <p>Teachers analyze student learning data, engage in reflective dialogue with colleagues, and revise instructional practices, as needed</p> <p>100% of non-proficient students demonstrate one or more grade levels growth on the SBAC and NWEA</p> <p>100% of students demonstrate growth during the 2016-2017 academic year, as measurable by SBAC and</p> | <p>DCIA</p> | <p>K-12 Teachers</p> <p>Intervention Specialists</p> | <p>DCIA State per Pupil</p> <p>Intervention Specialists (2)</p> <p>Title I Supplemental Funds</p> | <p>Aug '16-May '17</p> |

| | NWEA | | | | |
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| Strategies: 1d. Implement academic and behavioral RtI with fidelity. | | | | | |
| Rationale: An articulated Response to Intervention results in effective and efficient use of academic and human resources and thereby ensures equitable access to learning for every student. | | | | | |
| Actions/Activities | Measureable Outcomes | Lead | Participants | Expenditure Description and Funding Sources | Timeline/Due Date |
| Create a shared academic&behavioral vision based on core values and beliefs agreed upon by all staff | 90% staff participation in Creating a Shared Vision activity Shared Vision documented, reviewed & agreed upon by all staff Implementation plan completed | School Director | All faculty & staff | School Director State Per Pupil | July '16 |
| Clarify intent of RtI at LCPCS | All teaching staff identify, define and agree on the intent of RtI at LCPCS and determine how they know intent is being met | School Director | All faculty & staff | School Director State Per Pupil | July '16 |
| Identify & utilize universal strategies for achieving academic outcomes and meeting social&behavioral expectations | Identify and implement Tier I academic interventions that all teachers will be required to implement with fidelity Implement SEL curricula with fidelity At least 5 of the 16 proactive classroom strategies identified in the Diana Browning Wright (DBW) Behavioral RtI cohort training are chosen & implemented and monitored with fidelity | School Director | All faculty & staff | School Director State Per Pupil | July '16 |
| Engage in continued monitoring of RtI System, including implementation of interventions and effectiveness of interventions | Administrative team holds regular meetings with faculty, staff, and other school community members to ensure interventions are being implemented with fidelity Administrative team works with faculty, staff, and other school community members to determine effectiveness | School Director DCIA | All faculty & staff | School Director State Per Pupil | July '16 – June '17 |

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| | of interventions through data collection (e.g. observations, surveys, etc.) | | | | |
| Define the Components of the RtI System for LCPCS | Completion of RtI Components Grid including: Entry criteria Progress-monitoring tools Number and length of interventions Intervention procedures Materials/instructional resources Exit criteria Criteria for consideration of referral for special services | School Director | All faculty & staff | School Director State Per Pupil | July '16 |
| Continue participation in HIDEOE's Diana Browning Wright Behavioral RtI Cohort 'Ekahi | DBS Cohort completes all participant expectations | School Director | Cohort | School Director State Per Pupil | July '16 – June '17 |
| Continue participation in the HIDEOE CSI & RtI Institutes | Team attends all opportunities offered for PD in CSI & RtI with V. Bernhardt & C. Hebert. | School Director | Cohort | School Director State Per Pupil | July '16 – June '17 |
| Additional consultation with RtI expert, C. Hebert, to assist with development of RtI system. | Initial RtI plan complete and implemented | School Director | CSI Team | School Director State Per Pupil RtI Consultant contract \$5,000 Other funds | July '16 – June '17 |
| Provide targeted Tier II academic interventions with a focus on language arts to identified elementary students | Students below the cut-score on selected universal screeners receive specific evidence-based interventions employed with fidelity | Intervention Specialists DCIA | All teachers | DCIA State per Pupil Intervention Specialists (2) Title I Supplemental Funds | July '16 – June '17 |
| Provide targeted Tier II academic interventions with a focus on language arts and remediation to identified secondary students | Students below the cut-score on selected universal screeners receive specific evidence-based interventions employed with fidelity | Intervention Specialists DCIA | All teachers | DCIA State per Pupil Intervention Specialists (2) Title I Supplemental Funds | July '16 – June '17 |

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| <p>Use data collected in Tier I and Tier II interventions to identify students who need additional (Tier III) interventions and determine what those might look like</p> | <p>All students participate in universal screening at start of academic year.</p> <p>Students receiving interventions participate in the related universal screener as appropriate.</p> <p>Teachers and Intervention Specialists complete documentation for interventions utilized with individual students.</p> | <p>Intervention Specialists</p> <p>DCIA</p> | <p>All teachers</p> | <p>DCIA State per Pupil</p> <p>Intervention Specialists (2) Title I Supplemental Funds</p> | <p>July '16 – June '17</p> |
| <p>Implement After-school Tutoring Program</p> | <p>After-school tutoring program is available to all students struggling to meet academic standards</p> <p>At least 50% of identified students participate in Afterschool Tutoring</p> <p>Pilot elementary after school program with 9-15 identified students in grades 3, 4, 5 attend M-Th from 2:30-3:30. (data - pre/post survey of grade 3-5 teachers/parents survey)</p> | <p>Program Coor ED</p> | <p>Teachers (K-12)</p> | <p>Program \$15,000 (coordinator \$5,000 2 tutors \$9,000 materials/supplies \$1,000)</p> <p>State per Pupil</p> | <p>Aug '16 – May '17</p> |

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| <p>GOAL 2: Every student at LCPCS is known and valued.</p> | |
| <p>Objective: Students, faculty, & staff will develop social & emotional literacy and self-advocacy skills to support a positive learning environment.</p> | |
| <p>Baseline Data:</p> <p>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 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</p> | <p>Targets:</p> <ul style="list-style-type: none"> ● 100% of students demonstrate growth on SBA, NWEA, and DRA ● 30% reduction in suspensions ● 30% reduction in disciplinary referrals ● Increase responses from Values & Beliefs Survey about LCPCS baseline data statements 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 |

Strategies:
 2a. 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 | The master schedule has specific times set aside to implement the selected SEL curricula and it is taught with fidelity Administrative team, faculty, staff, and other caring adults understand and support character education/SEL initiatives 30% reduction in disciplinary referrals and suspensions | School Director Counselor | Students, teachers, and staff (6-12) PapahanaWaipunalei Administrator Psychiatrist/ Psychologist | School Director State Per Pupil Counselor \$60,000 State Per Pupil PapahanaWaipunalei Administrator \$35,000 Other Psychiatrist/Psychologist see above | July '16 – May '17 Monthly |
| Continue teacher-led SEL classes with Second Step curriculum for prek, elementary, and middle school students | Administrative team, faculty, staff, and other caring adults understand and support character education/SEL initiatives 30% reduction in disciplinary referrals and suspensions | Counselor | Students, teachers, and staff (K-5) PapahanaWaipunalei Administrator Psychiatrist/ Psychologist | Counselor See above PapahanaWaipunalei Administrator See above Psychiatrist/Psychologist See above | Aug '16 – May '17 Bi-weekly |

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

| | | | Psychiatrist/ Psychologist | st See above | |
|--|--|---|--|---|---|
| Strategies: | | | | | |
| 2b. 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 that detract from a healthy learning environment. Improving conflict resolutions strategies and schoolwide behavior provide critical life skills and improve the learning environment. | | | | | |
| Actions/Activities | Measurable 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) | 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 |
| Develop plan to communicate and reinforce school discipline policies and goals with students, parents, teachers, and staff | 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 | An elementary and secondary PBIS system is integrated into both programs Rewards system provides both short term and long term rewards | School Director | Students, faculty, and staff (K-12) | School Director State Per Pupil Psychiatrist/ Psychologist See above | July '16 - May '17 |

| | Rewards are provided for both academic and behavioral success | | | | |
|--|--|------------------|---|--|---|
| <p>Strategies: 2c. 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.</p> | | | | | |
| <p>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.</p> | | | | | |
| Actions/Activities | Measurable Outcomes | Lead | Participants | Expenditure Description and Funding Sources | Timeline/Due Date |
| Identify and/or develop data tracking systems and report templates for the creation of Student Profiles | Administrative team, teachers, and other caring/supportive adults provide input on relevant data and user-friendly format 100% of students demonstrate growth on SBAC, NWEA, and DRA | Data Coordinator | Teachers (K-12), Administration | Data Coordinator (.5FTE) See above | July 2016 |
| 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 2016, Mar 2017 Monthly for high needs students |
| Analyze data & information to inform appropriate academic and behavioral interventions for individual students | 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 Intervention Specialists (2) See above | Aug ‘16– May ‘17 Weekly (in conjunction with RtI process) |

Strategies:
2d. 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 Date |
|--|--|---|--|--|-----------------------------|
| Design Personal Success Plan (PSP) templates for all secondary students based on their Student Profile | Administrative team and teachers collaborate with students and parents to design PSPs based on Student Profiles Students collaborate with administrative team members, teachers, and parents to develop Personal Success Plans 100% of students demonstrate growth on the SBAC and NWEA. | Data Coordinator PSP/ Transition Coordinator | Teachers (K-12), Administration | Data Coordinator (.5FTE) See above PSP/Transition Coordinator (.5FTE) \$32,000.00 DOE Supplemental PSP/Transition Supplies \$500 State Per Pupil | Aug '16 – May '17 |
| Develop and monitor structures and processes for maintaining and monitoring PSPs | Administrative team and teachers support and follow systems and processes for maintaining and monitoring PSPs Students participate in support systems and processes for maintaining and monitoring PSPs. 100% of students demonstrate growth on the SBAC and NWEA. | PSP/ Transition Coordinator School Director | Teachers (K-12), Administration | PSP/Transition Coordinator See above PSP/Transition Supplies See above School Director State Per Pupil | Aug '16 – May '17 Weekly |
| Meet with students on a regular basis to review and update PSP with student | Administrative team members and teachers meet with students regularly to review and revise their PSP Students are engaged in regular review and revision of their PSP 100% of students demonstrate growth on the SBAC and | PSP/ Transition Coordinator | Teachers, students, parents, instructional assistants (K-12) | PSP/Transition Coordinator See above PSP/Transition Supplies See above | Aug '16 – May '17 Weekly |

| | | | | | |
|---|---|-----------------------------------|--|---|---|
| | NWEA. | | | | |
| Monitor and meet with students and their guardians to support post-high school transitions including on-time graduation and college and career readiness for students in grades 11-12 | 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 | Ohana teacher, students, parents, and teachers (11-12) Administration | PSP/Transition Coordinator See above PSP/Transition Supplies See above | Aug '16 – May '17 Weekly Quarterly or as needed for parents |
| 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:
2e. 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. It provides a systemic process that is both qualitative and quantitative.

| Actions/Activities | Measurable 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 | School Director | Student Support System Team | School Director State Per Pupil Intervention Specialists (2) See above | Aug '16-May '17 Meet weekly |

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

| | | | | | |
|--|--|--|--|--|--|
| | 100% of students demonstrate growth on SBAC, NWEA, and DRA | | | | |
|--|--|--|--|--|--|

GOAL 3: School leadership is strategic, visionary, and student-focused.

Objective: School stakeholders demonstrate a commitment to the school mission and vision through participation in important activities and satisfaction with school leadership expressed through school climate data.

Baseline Data:

SY 13-14 Values & Beliefs Survey about LCPCS (on a scale of 1 to 5): All Staff

We have a vision that will realize our mission: 3.4 avg

The vision for this school is clear: 3.2 avg

The vision for this school is shared: 2.8 avg

We have an action plan in place which can get us to our vision: 2.8 avg

SY 15-16 Values & Beliefs Survey about LCPCS (on a scale of 1 to 5): Operational Staff (9 participants)

We have a vision that will realize our mission: 4.2 avg

The vision for this school is clear: 4.3 avg

The vision for this school is shared: 4.0 avg

We have an action plan in place which can get us to our vision: 4.0 avg

Administrators guide the work of the school in accordance with the school's mission: 3.7 avg

SY 15-16 Values & Beliefs Survey about LCPCS (on a scale of 1 to 5): Instructional Staff (11 participants)

We have a vision that will realize our mission: 3.3 avg

The vision for this school is clear: 3.3 avg

The vision for this school is shared: 3.4 avg

We have an action plan in place which can get us to our vision: 3.0 avg

Administrators guide the work of the school in accordance with the school's mission: 3.2 avg

SY 13-14 Values & Beliefs Survey about LCPCS (on a scale of 1 to 5): All students

I feel like I belong at this school: 2.7 avg

Know me well: 2.7 avg

Care about me: 2.7 avg

SY 15-16 Values & Beliefs Survey about LCPCS (on a scale of 1 to 5): Students

(Middle School) When I am at school, I feel that:

I belong: 3.7 avg

My teachers care about me: 3.8 avg

My principal cares about me: 3.6 avg

(High School) When I am at school, I feel that:

I belong: 3.5 avg

Targets:

- 4.0 or higher staff average
- 4.0 or higher student average
- 25% participation in family engagement activities
- 75% participation
- ≤15% think about dropping out

| My teachers care about me: 3.6 avg My teachers know me well: 3.4 avg | | | | | |
|--|---|------------------------------------|----------------------------|---|--|
| Strategies: 3a. Provide strong school governance systems. | | | | | |
| Rationale: By having clear and transparent systems in place, all stakeholders will gain confidence in the vision, mission and action plan. | | | | | |
| Actions/Activities | Measureable Outcomes | Lead | Participants | Expenditure Description and Funding Sources | Timeline/Due Date |
| Develop the detailed action plan to accompany the 5 year strategic plan | A: 1-year action plan completed with activities funded by the budget B: 3-year proposed action plan Leadership team and lead teachers participate in the development and support of the detailed action plan for the strategic plan | School Director & Business Manager | Gov Board, Staff, Faculty, | School Director State Per Pupil Business Manager State Per Pupil | A: Due Aug 1, 2016 for implementation Aug '16-June '17 B: Jan 1, 2017 |
| Re-connect current staff/orient new staff and commit to shared vision (core values & beliefs), provide a plan for monitoring implementation | Teachers participate in examining (revising as needed) and supporting the shared vision and schoolwide plan. Student leaders support the shared vision and schoolwide plan. 100% of students demonstrate growth on SBAC and NWEA | School Director | Gov Board, Staff, Faculty | School Director State Per Pupil | |
| Complete a Programs & Processes inventory, identify areas of immediate need to revise and/or establish | Inventory, SOP binder, hard copy & google drive | CSI Team | CSI Team Leadership Team | N/A | June-Aug '16 |

| | | | | | |
|--|---|--|--|--|--------------------|
| Engage in continuous school improvement processes including analysis of school-wide data that involve all stakeholders | CSI team participates in developing, understanding, and supporting the shared vision and schoolwide plan. Students participate in developing, understanding, and supporting the shared vision and schoolwide plan. 100% of students demonstrate growth on SBA and, NWEA | Governing Board Chair School Director | School Director DCIA Lead Teachers CSI | School Director State Per Pupil Data Coordinator (.5FTE) Title I Supplemental Funds | July '16- June '17 |
| Refine and implement administrator evaluation system | Teachers provide input and support the administrator evaluation system. Teachers receive effective leadership to support their practice. Students provide input and support the administrator evaluation system. Student's benefit from effective leadership to support their learning. 4.0 or higher on faculty/staff and student surveys | Governing Board Committee | Governing Board, School Director | N/A | July '16-June '17 |

Strategies:
3b. Stakeholder engagement.

Rationale:
Providing opportunities for all stakeholders to engage and contribute to the on-going improvement of our school is critical to our success, especially given our rural location and limited resources.

| Actions/Activities | Measureable Outcomes | Lead | Participants | Expenditure Description and Funding Sources | Timeline/Due Date |
|---|---|-----------------|--|---|--------------------------|
| All stakeholders are provided opportunities to learn about and participate in key LCPCS initiatives | The vision/core values & beliefs is communicated to all stakeholders upon completion and used as an anchor point at key events (orientation materials and training, during admin week, open house, etc) CSI meetings remain open and advertised Open House continues Monthly Community and Director Meetings Attendance at morning leadership team meetings open to all faculty and staff - M, W, F | School Director | Teachers, students, parents, community | Supplies for 'ohana events \$458 Title1 Parent Involvement Funds \$50,000 PreK Development Grant Parent Involvement Fund | July '16- June '17 |

| | | | | | |
|---|--|--|-------------------------------|--|--------------------|
| Engage the community in ongoing CSI efforts | Results of ongoing CSI efforts are communicated to the community through an array of methods (newsletters, community meetings, electronically, etc.) | CSI Team | CSI Team | N/A | July '16-June '17 |
| Strengthen avenues of communication to be informative, timely and relevant | Bi-weekly newsletter OneCall system (voice/email) Website Social media | Family Engagement and Student Activities Coordinator | Administrative team, teachers | One Call Now communication system \$400 Title1 Parent Involvement Funds Family Engagement and Student Activities Coordinator \$11,000 Other Funds | July '16- June '17 |
| Pre K - 12 families are provided opportunities to participate in family engagement activities | Monthly PreK parent meetings Quarterly family nights Open House | Family Engagement and Student Activities Coordinator | Administrative team, teachers | School Director State Per Pupil Family Engagement and Student Activities Coordinator \$11,000 Other Funds | July '16- June '17 |

Strategies:
3c. All instructional and operational decisions are data-driven for intentionality to ensure limited resources are spent on the top strategic priorities.

Rationale:
As a small, new rural school LCPCS has to be extremely cognizant of using limited resources wisely by focusing on top priorities in sequential order we can systematically improve operations and instruction.

| Actions/Activities | Measureable Outcomes | Lead | Participants | Expenditure Description and Funding Sources | Timeline/Due Date |
|--|---|-----------------|--|--|--------------------------|
| Select and put into place an electronic student information system | All students are tracked in the SIS system Faculty and staff keep the SIS system updated on at least a monthly basis | School Director | School Director Registrar DCIA Data Coordinator | School Director State Per Pupil Registrar State Per Pupil | July '16- June '17 |

| | | | | | |
|--|---|--|---|--|---------------------------|
| | | | | <p>DCIA State Per Pupil</p> <p>Infinite Campus Training \$975 Title I</p> <p>Data Coordinator (.5FTE) See above</p> | |
| <p>Ensure information from the SIS system, profiles and PSP's are available to administration in aggregated and disaggregated manner</p> | <p>Student profiles are completed for all students</p> <p>PSPs are completed for designated students</p> <p>Data from the SIS system, portfolios, and PSPs are uploaded into the data tracking system to inform decision-making.</p> | <p>Data Coordinator</p> | <p>School Director Registrar Data Coordinator PSP/Transitions Coordinator</p> | <p>School Director State Per Pupil</p> <p>Registrar State Per Pupil</p> <p>Data Coordinator (.5FTE) See above</p> <p>PSP/Transitions Coordinator (.5FTE) See above</p> | <p>July '16- June '17</p> |
| <p>The school budget is directly tied to operational and instructional needs.</p> | <p>The school budget is explicitly designed considering the fixed cost of running the school. Subsequent expenses (variable costs) are determined with clear consideration of priorities</p> | <p>School Director</p> <p>Business Manager</p> | <p>School Director Business Manager DCIA</p> | <p>School Director State Per Pupil</p> <p>Business Manager State Per Pupil</p> <p>DCIA State Per Pupil</p> <p>Psychiatrist/ Psychologist See goal 2</p> | <p>July '16- June '17</p> |

| | | | | | |
|---|--|-----------------|---------------------|------------------------------------|----------|
| Create an academic & behavioral shared vision based on core values and beliefs agreed upon by all staff | 90% staff participation in Creating a Shared Vision activity Shared Vision documented, reviewed & agreed upon by all staff Implementation plan completed | School Director | All Faculty & Staff | School Director State Per Pupil | July '16 |
|---|--|-----------------|---------------------|------------------------------------|----------|

Title I Review Criteria:

- Includes SMART goals or objectives (i.e., specific, measurable, achievable, relevant and time-bound).
- Includes goals and actions that reasonably will result in the school improving student achievement over time.