School: Hawaii Academy of Arts & Science PCS  
School Address: PO box 1494, Pahoa, HI 96778  
School Phone Number: 808-965-3730  
School Website: www.haaspcs.org

Submitted by Steve Hirakami

School Director’s Signature:  
Signature Date: 4-17-2017

Approved by Governing Board

Governing Board Clerk/Treasurer’s Signature:  
Signature Date: 04-17-2017

Acknowledged by Charter School Commission’s Executive Director

Executive Director’s Signature:  
Signature Date: 

Received by HIDOE – School Transformation Branch

STB Director’s Signature:  
Signature Date: 
**Where are we now?**

List your school’s prioritized needs as identified in one or more of the following needs assessments:

- Comprehensive Needs Assessment (Title I Schools)
- WASC Self-Study; WASC Category B: Standards Based Student Learning: Curriculum, instruction, WASC Category C: Standards Based Student Learning: Assessment and Accountability
- International Baccalaureate (IB) Authorization
- Other

Then, based on the analysis you performed in the CNA, list the contributing or root causes as well as a citation for what page of the CNA has information.

<table>
<thead>
<tr>
<th>Needs</th>
<th>Contributing or Root Cause(s)</th>
<th>Pg. in CNA</th>
</tr>
</thead>
</table>
| **Facilities / Infrastructure** – all needs determined by Total Quality (TQ) / Continuous School Improvement (CSI) processes with data-based decision-making to provide adequate;  
- Classrooms and learning labs including gardens, consolidated as feasible and resources allow  
- Office work spaces  
- A Cafetorium would support nutrition and student performances. Cafeteria/commercial kitchen and multi-purpose room | - Lack of funding for facilities,  
- Challenges to create effective infrastructure and resources  
- Student support staff such as counselors and tutors require effective spaces to work with students  
- HAASPCS is spread out over lower Puna. | |
| **Resources for Academic Performance** –  
- Continuous School Improvement (CSI) process and time to monitor and renew schoolwide plan  
- STEAM equipped learning spaces to support infusion of the arts in learning  
- Classroom supplies and equipment  
- Professional Development (PD) for staff to support student standards based learning, learning styles, college, career and community readiness.  
- Student and visitor performances for assessment and enrichment.  
- Effective student support system including Response to Intervention (Rti) practices  
- On-time graduation rate meeting targets | - Graduation rate varies widely due to small cohort size and accommodation of HAASPCS ‘Workplace Readiness Program’ that serves students beyond the 4 year cohort.  
- Evolving tools and assessments, increased pace of change  
- Singapore Math curriculum good but limited to k-6,  
- Lack of STEAM learning spaces/labs, training and resources, including art and music.  
- Staff require training and professional development for curriculum, instruction, assessment and Rti.  
- Lack of enriched home learning environments due to a low socio-economic status (SES) for many students.  
- Meeting 2020 Target Goals for contract – Appendix I CNA | |

**In Collaboration with the Hawaii State Public Charter School Commission**

<table>
<thead>
<tr>
<th>Transportation</th>
<th>Technology</th>
<th>Personnel</th>
<th>Positive school culture</th>
</tr>
</thead>
</table>
| - student transportation system needs improvement  
- parent / guardian education on the importance of attendance. | - chronic absenteeism and tardies are a risk with 675+ students  
- Large district, low public transport options, sub-standard roads, highly subsidized incomes (low SES) all impact attendance  
- Inadequate public and school transportation options | - Constantly evolving need for hardware and connectivity for online assessment, STEAM learning and 21st Century skills.  
- Lack of connectivity and technology in homes (low SES) challenge communication strategies  
- Inadequate internal phone system  
- Isolated cases of cyberbullying | - increased enrollment calls for more staff from classrooms to operations, to support positive a culture and climate.  
- Supplemental activities are limited.  
- Extended school day activities require staff  
- Standards, technology, accountability, policies and procedures evolve constantly (Feds, State, SPCSC and internally) |
| - software,  
- security, use of off-site server services  
- electricity,  
- connectivity  
- hardware including a phone system | | - chronic absenteeism, tardies  
- Volunteer system still developing – clarify roles (volunteer, chaperone, visitor) and safety requirements (vetting) | |

In Collaboration with the Hawaii State Public Charter School Commission

- collaboration and communication strategies internally and including parents, guardians and community as relevant
- student and visitor performances for internal and wider community audiences – supplemental and enrichment activities
- Community Service support system – credits required for graduation
- Extended day programs
- Effective Perception Survey practice for CSI

- Cyber-bullying – policies currently prohibit use of personal devices at school as incidents impact students socially and emotionally.
- Wide access and lack of training on ethical use of technology and social media.
- Community is underserved as far as organized enrichment activities
- Low SES community families and households have limited resources to maintain effective communications, technology and transportation for use outside of school.

**Addressing Equity: Sub-Group Identification**

In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.**

- Low socio-economic status (SES) community (Community Eligibility Provision - CEP) with limited infrastructure including transportation options, technology access outside of school, enrichment activities and jobs for a healthy work ethic in a highly subsidized demographic

**ORGANIZE: Identify your Leadership Team Accountable Leads.**

<table>
<thead>
<tr>
<th>Name and Title of Team Accountable Lead</th>
<th>Responsible for implementation of the school’s strategies and initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Steve Hirakami - School Director</td>
<td>1. Management and oversight of all aspects of HAASPCS</td>
</tr>
<tr>
<td>2. Matt Kauffmann – Dean of Students</td>
<td>2. Manages student behavior and supports school culture</td>
</tr>
<tr>
<td>3. Terri York – Academic Director – gr 7-12, including Virtual learning</td>
<td>3. Oversees academic and student support systems</td>
</tr>
<tr>
<td>4. Debra Derbyshire – Academic Director – gr k-8, Assessment Coordinator</td>
<td>4. Oversees academic and student support systems</td>
</tr>
<tr>
<td>5. Jessica Rojas – Business Manager</td>
<td>5. Manages fiscal systems and allocation of resources</td>
</tr>
<tr>
<td>8. Jenna Way – Administrative Operations Assistant</td>
<td>8. Manages reimbursement process to secure resources</td>
</tr>
</tbody>
</table>
**Goal 1: Student Success.** All students demonstrate they are on a path toward success in college, career and citizenship.

- **Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
- **Objective 2: Whole Child** - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.
- **Objective 3: Well Rounded** - All students are offered and engage in rigorous, well-rounded education so that students are prepared to be successful in their post-high school goals.
- **Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences.

<table>
<thead>
<tr>
<th>Outcome: By the end of three years,</th>
<th>Rationale: Explain the link to your CNA / Underlying Cause(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Using Continuous School Improvement (CSI) processes for all HAASPCS systems,</strong> students are college, career and community ready (CCCR), students demonstrate proficiency in math, language arts, and science. Students graduate on-time with a plan to transition to CCCR options with Advisory classes and Personal Transition Plans (PTP)</td>
<td>Proficient students succeed in college, careers and community contributor roles. Adequate resources include facilities, staff, technology, supplies and equipment that support learning.</td>
</tr>
<tr>
<td>A safe and effective learning culture and school climate is established in evolving learning spaces / locations with adequate resources to meet and exceed current academic standards. Learning spaces are on and off campus and with or without walls (gardens, community venues).</td>
<td>Academic Director positions coordinate and facilitate faculty and staff efforts to identify needed resources and reach schoolwide outcomes. Dean of Students oversees school climate, Activities and Athletics Coordinator supports communications school-wide and with parents and the wider community.</td>
</tr>
<tr>
<td>Students access public education, in classrooms and/or virtually with faculty and CSSS staff as needed.</td>
<td>Attendance in a variety of spaces support individual learning styles and achievement.</td>
</tr>
<tr>
<td>Students practice community service appropriate for their grade level and earn credit for the high school graduation requirement of 240 hours during grades 9-12. Community service is linked to a student’s interests to the extent possible and data is kept on projects and contributions.</td>
<td>Community Service has been a part of HAASPCS culture from day one. Providing opportunities for a well-rounded education add tremendous value to our community and each student all lending to a positive school culture. Data tracking of community service needs improvement.</td>
</tr>
<tr>
<td>Desired Outcomes</td>
<td>Strategies &amp; Actions</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Based on Strategic Plan Student Success Indicators</strong></td>
<td><strong>How will you achieve your goal? What resources will you leverage?</strong></td>
</tr>
<tr>
<td>1. College, career and community/citizen readiness</td>
<td>• Supplies, equipment, technology and a trained, prepared faculty.</td>
</tr>
<tr>
<td></td>
<td>• Response to intervention strategies implemented.</td>
</tr>
<tr>
<td></td>
<td>• Curriculum, coaches and trainers for ethical use of technology and social media</td>
</tr>
<tr>
<td>2. Positive school climate and culture for individuals and groups</td>
<td>• Maintain established Community Service opportunities and improve tracking of projects</td>
</tr>
<tr>
<td></td>
<td>• Share outs with PLCs and student and visitor performances</td>
</tr>
<tr>
<td>3. Students are engaged in relevant learning with self-directed options</td>
<td>• STEAM – classes, supplemental activities, instructors (Art includes music, performing and fine arts) available to all students</td>
</tr>
<tr>
<td></td>
<td>• Workplace Readiness Program (WRP) serves SPED students to age 22.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Goal 2: Staff Success. HAASPCS has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

- Objective 1: Focused Professional Development – Develop and grow employees to support student success and continuous improvement.
- Objective 2: Timely Recruitment and Placement – Timely recruitment and placement of applicants to better serve all students to address achievement gaps and attain equity.
- Objective 3: Expanded Professional Pipeline- Expand well-qualified applicant pools for all Hawaii educator positions and expand the number of candidates who are prepared to support student success objectives.

<table>
<thead>
<tr>
<th>Outcome: By the end of three years,</th>
<th>Rationale: Explain the link to your CNA / Underlying Cause(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty and staff positions clearly understood and filled. Continuous improvement supported by mentoring and coaching based on observations and evaluations for all employees</td>
<td>• positive school culture requires schoolwide, ongoing support • Demands of increased enrollment and growth • Graduation rate challenges • Personnel require professional development (PD) for Continuous School Improvement (CSI)</td>
</tr>
<tr>
<td>Relevant professional development is accessible by all. Standards of proficiency are understood by all.</td>
<td>• Evolving standards for math, science (Next Gen Science Standards), technology and information systems PD • Graduation rate challenges</td>
</tr>
<tr>
<td>Professional Learning Communities (PLC) meet regularly to address evolving needs in public education and the work place. Learning from workshops and conferences is shared.</td>
<td>• Response to Intervention (RtI) support needed for struggling students (Personnel, office spaces, resources) • PLCs established for CSI</td>
</tr>
<tr>
<td>Faculty meetings occur regularly to coordinate programs, celebrations and performances.</td>
<td>• Positive school culture and climate require active support • Faculty groups evolve CSI</td>
</tr>
</tbody>
</table>
### Desired Outcomes

<table>
<thead>
<tr>
<th>Based on Strategic Plan Staff Success Indicators</th>
<th>Strategies &amp; Actions</th>
<th>School Year(s) of Activity</th>
<th>Relevant Interim Measures</th>
<th>Accountable Lead(s)</th>
<th>Funding Sources</th>
</tr>
</thead>
</table>
| **1. Positions filled & faculty and staff retained with annual Total Quality / data – based evaluations for CSI** | • Total Quality observations and evaluations of all employees  
• clear job descriptions and roles  
• Support systems for ‘on-boarding’  
• orienting new employees | Ongoing | • Number of positions open,  
• Faculty and staff retention rate (% beyond 5 years in education)  
• Exit interviews with employees  
• % of evaluations completed | Academic Directors | ☑ PP $  
☐ Title I $  
☐ Title II $  
☐ Other $  
☐ N/A |
| **2. Targeted professional development supports retention of qualified staff** | • Coaching and mentoring,  
• professional development for core curriculum, differentiated instruction and current assessments  
• Supplemental and enrichment staff as resources allow | Ongoing | • Teacher evaluations - % performed  
• PD and trainings % (# people:# hours)  
• Perception survey to monitor understanding and implementation of schoolwide goals | Academic Directors, Admin Team | ☑ PP $  
☐ Title I $  
☐ Title II $  
☐ Other $  
☐ N/A |
| **3. Consistently occurring faculty meetings, PLCs, and recognition of successes** | • Participation by all faculty | Ongoing | • PLC participation %  
• Faculty meeting participation % | Academic Directors | ☑ PP $  
☐ Title I $  
☐ Title II $  
☐ Other $  
☐ N/A |
**Goal 3: Successful Systems of Support.** The system and culture of HAASPCS works to effectively organize financial, human, and community resources in support of student success.

- **Objective 1: Innovation** – Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.
- **Objective 2: Adequate and Expanded Resources** – Secure adequate resources to support school and community-based plans for student success.
- **Objective 3: Efficient and Transparent Supports** – Increase efficiency and transparency of instructional and operational supports to promote student learning and help schools while stewarding public education resources.

<table>
<thead>
<tr>
<th>Outcome: By the end of three years.</th>
<th>Rationale: Explain the link to your CNA / Underlying Cause(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate, effective facilities and infrastructure informed by TQ / CSI planning. Cafeteria / multi-purpose gathering space in place on main campus.</td>
<td></td>
</tr>
</tbody>
</table>
  - Classes widespread in vast district of Puna,
  - increased enrollment,
  - lack of infrastructure
  - 675 students under CEP offered breakfast and lunch on school days
  - HAAS has been approached to vend meals locally |
| Effective family and community engagement |  
  - Low socio-economic status (SES) families
  - Many households have no phones or technology access yet still need information shared with them,
  - Lack of accessible enrichment activities |
| Effective communication systems in place driven by Admin Team and overseen by Governing Board |  
  - Inadequate phone system
  - Communication and collaboration require strategies and supports |
| Chronic absenteeism rates decreased |  
  - Lack of transportation,
  - low SES |
| Updated CSI plan (with Title I/II components) is implemented, monitored and renewed at least annually |  
  - CSI plan serves student learning and achievement
  - Limited time for Data based driven decisions and best practices |
<table>
<thead>
<tr>
<th>Desired Outcomes</th>
<th>Strategies &amp; Actions</th>
<th>School Year(s) of Activity</th>
<th>Relevant Interim Measures</th>
<th>Accountable Lead(s)</th>
<th>Funding Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on Strategic Plan Successful Systems of Support Indicators</td>
<td>How will you achieve your goal? What resources will you leverage?</td>
<td>When will this occur?</td>
<td>How will you know if you are on track to meet your goal? How will you monitor progress?</td>
<td>Who will be leading?</td>
<td>Check applicable boxes to indicate source of funds.</td>
</tr>
</tbody>
</table>
| 1. Facilities and adequate infrastructure | • Work with non-profit partner Arts & Sciences Center to plan, fund and develop facilities  • Classrooms and effective learning spaces | As resources are available | • Needs gathered by Admin Team,  • Adequate offices  • Cafetorium/commercial kitchen | Admin Team | PP $  
Title I $  
Title II $  
Other $  
N/A |
| 2. Effective Family and community communicatio n and engagement | • Performances by students – celebration of achievements  • Families informed via class meetings, parent nights  • Information shared in regular newsletters and website updates  • Supplemental enrichment programs and activities offered | Ongoing | • Perception data from surveys  • % of monthly or quarterly newsletters  • Website information is current – log of changes and entries  • Extended day programs - # served  • Attendance at activities | Dean of students, Athletic and Activities coordinator, Academic Directors | PP $  
Title I $  
Title II $  
Other $  
N/A |
| 3. Effective Admin Team | • PD for administration and operations staff  • Time reserved for meetings | Ongoing | • Frequency and attendance | Admin Team | PP $  
Title I $  
Title II $  
Other $  
N/A |
| 4. Effective Governing Board (GB) | • Staff positions to support volunteer GB work  • Board training and evaluations of work  • Active committees  • Annual Calendar of responsibilities | Ongoing | • Quorum at regular meetings per by-laws | Governing Board members | PP $  
Title I $  
Title II $  
Other $  
N/A |