




HAWAII STATE PUBLIC CHARTER SCHOOLS  
**TITLE I SCHOOLWIDE PLAN**

**SY 2017-2018, 2018-2019, 2019-2020**

*Prepared in collaboration with the Hawaii State Public Charter School Commission*

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 HIDEOE – School Transformation Branch	
STB Director's Signature:	Signature Date:

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***Where are we now?***

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

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

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

Needs	Contributing or Root Cause(s)	Pg. in CNA
<p><u>Facilities / Infrastructure – all needs determined by Total Quality (TQ) / Continuous School Improvement (CSI) processes with data-based decision-making to provide adequate;</u></p> <ul style="list-style-type: none"> <li>• Classrooms and learning labs including gardens, consolidated as feasible and resources allow</li> <li>• office work spaces</li> <li>• A Cafeterium would support nutrition and student performances. Cafeteria/commercial kitchen and multi-purpose room</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of funding for facilities,</li> <li>• challenges to create effective infrastructure and resources</li> <li>• student support staff such as counselors and tutors require effective spaces to work with students</li> <li>• HAASPCS is spread out over lower Puna.</li> </ul>	
<p><u>Resources for Academic Performance –</u></p> <ul style="list-style-type: none"> <li>• Continuous School Improvement (CSI) process and time to monitor and renew schoolwide plan</li> <li>• STEAM equipped learning spaces to support infusion of the arts in learning</li> <li>• classroom supplies and equipment</li> <li>• Professional Development (PD) for staff to support student standards based learning, learning styles, college, career and community readiness.</li> <li>• Student and visitor performances for assessment and enrichment.</li> <li>• Effective student support system including Response to Intervention (RtI) practices</li> <li>• On-time graduation rate meeting targets</li> </ul>	<ul style="list-style-type: none"> <li>• Graduation rate varies widely due to small cohort size and accommodation of HAASPCS 'Workplace Readiness Program' that serves students beyond the 4 year cohort.</li> <li>• Evolving tools and assessments, increased pace of change</li> <li>• Singapore Math curriculum good but limited to k-6,</li> <li>• Lack of STEAM learning spaces/labs, training and resources, including art and music.</li> <li>• Staff require training and professional development for curriculum, instruction, assessment and RtI.</li> <li>• Lack of enriched home learning environments due to a low socio-economic status (SES) for many students.</li> <li>• Meeting 2020 Target Goals for contract – Appendix I CNA</li> </ul>	

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<p><u>Transportation</u> –</p> <ul style="list-style-type: none"> <li>• student transportation system needs improvement</li> <li>• parent / guardian education on the importance of attendance.</li> </ul>	<ul style="list-style-type: none"> <li>• chronic absenteeism and tardies are a risk with 675+ students</li> <li>• Large district, low public transport options, sub-standard roads, highly subsidized incomes (low SES) all impact attendance</li> <li>• Inadequate public and school transportation options</li> </ul>
<p><u>Technology</u> –</p> <ul style="list-style-type: none"> <li>• software,</li> <li>• security, use of off-site server services</li> <li>• electricity,</li> <li>• connectivity</li> <li>• hardware including a phone system</li> </ul>	<ul style="list-style-type: none"> <li>• Constantly evolving need for hardware and connectivity for online assessment, STEAM learning and 21<sup>st</sup> Century skills.</li> <li>• Lack of connectivity and technology in homes (low SES) challenge communication strategies</li> <li>• Inadequate internal phone system</li> <li>• Isolated cases of cyberbullying</li> </ul>
<p><u>Personnel</u> –</p> <ul style="list-style-type: none"> <li>• In addition to classroom teachers, <u>Instructors (STEAM, music, art) stimulate learning and staff (TA, tutors) support individualized attention and interventions.</u></li> <li>• counselors, SPED faculty and Ed Assistants have appropriate student loads</li> <li>• operations – office and facilities meet safety and accountability requirements</li> <li>• Academic Leadership to provide ongoing coaching and training (PD).</li> <li>• Clarified job roles and descriptions with regular monitoring and evaluation. New hire orientations, on-board support systems in place</li> <li>• Maintenance of effective Admin Team and Governing Board</li> </ul>	<ul style="list-style-type: none"> <li>• Increased enrollment calls for more staff from classrooms to operations, to support positive a culture and climate.</li> <li>• Supplemental activities are limited.</li> <li>• Extended school day activities require staff</li> <li>• Standards, technology, accountability, policies and procedures evolve constantly (Feds, State, SPCSC and internally)</li> </ul>
<p><u>Positive school culture</u> –</p> <ul style="list-style-type: none"> <li>• support is needed for a positive school climate with ongoing training and coaching for all</li> <li>• ethical use of technology and social media</li> </ul>	<ul style="list-style-type: none"> <li>• Chronic absenteeism, tardies</li> <li>• Volunteer system still developing – clarify roles (volunteer, chaperone, visitor) and safety requirements (vetting)</li> </ul>

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<ul style="list-style-type: none"> <li>• 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</li> <li>• Community Service support system – credits required for graduation</li> <li>• Extended day programs</li> <li>• Effective Perception Survey practice for CSI</li> </ul>	<ul style="list-style-type: none"> <li>• Cyber-bullying –policies currently prohibit use of personal devices at school as incidents impact students socially and emotionally.</li> <li>• Wide access and lack of training on ethical use of technology and social media.</li> <li>• Community is underserved as far as organized enrichment activities</li> <li>• Low SES community families and households have limited resources to maintain effective communications, technology and transportation for use outside of school.</li> </ul>
<p><b>Addressing Equity: Sub-Group Identification</b>  <b>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.</b></p>	
<ul style="list-style-type: none"> <li>- 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</li> </ul>	

<b>ORGANIZE: Identify your Leadership Team Accountable Leads.</b>	
Name and Title of Team Accountable Lead	Responsible for implementation of the school's strategies and initiatives
1. Steve Hirakami - School Director	1. Management and oversight of all aspects of HAASPCS
2. Matt Kauffmann – Dean of Students	2. Manages student behavior and supports school culture
3. Terri York – Academic Director – gr 7-12, including Virtual learning	3. Oversees academic and student support systems
4. Debra Derbyshire – Academic Director – gr k-8, Assessment Coordinator	4. Oversees academic and student support systems
5. Jessica Rojas – Business Manager	5. Manages fiscal systems and allocation of resources
6. Aumoana Kanakaole - Registrar	6. Manages student records
7. Gail Clarke – Title I coordinator, Resource Developer	7. Coordinates school plan – draft, implementation, reporting
8. Jenna Way – Administrative Operations Assistant	8. Manages reimbursement process to secure resources
9. Joel Nava – Technology Coordinator	9. Coordinates hardware, software and security of digital records
10. Michael Dodge – chair of HAASPCS Governing Board	10. Governance of HAASPCS

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**Goal 1: Student Success.** All students demonstrate they are on a path toward success in college, career and citizenship.

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

Outcome: By the end of three years,	Rationale: Explain the link to your CNA / Underlying Cause(s)
<p><i>Using Continuous School Improvement (CSI) processes for all HAASPCS systems</i>, 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)</p> <p>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).</p> <p>Students access public education, in classrooms and/or virtually with faculty and CSSS staff as needed.</p> <p>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.</p>	<p>Proficient students succeed in college, careers and community contributor roles. Adequate resources include facilities, staff, technology, supplies and equipment that support learning.</p> <p>Academic Director positions coordinate and facilitate faculty and staff efforts to identify needed resources and reach schoolwide outcomes.</p> <p>Dean of Students oversees school climate, Activities and Athletics Coordinator supports communications school-wide and with parents and the wider community.</p> <p>Attendance in a variety of spaces support individual learning styles and achievement.</p> <p>Community Service has been a part of HAASPCS culture from day one. Providing opportunities for a well-rounded education <b>add tremendous value</b> to our community and each student all lending to a positive school culture. Data tracking of community service needs improvement.</p>

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Desired Outcomes	Strategies & Actions	School Year(s) of Activity	Relevant Interim Measures	Accountable Lead(s)	Funding Sources
<i>Based on Strategic Plan Student Success Indicators</i>	<i>How will you achieve your goal? What resources will you leverage?</i>	<i>When will this occur?</i>	<i>How will you know if you are on track to meet your goal? How will you monitor progress?</i>	<i>Who will be leading?</i>	<i>Check applicable boxes to indicate source of funds.</i>
1. College, career and community/citizen readiness	<ul style="list-style-type: none"> <li>Supplies, equipment, technology and a trained, prepared faculty.</li> <li>Response to Intervention strategies implemented.</li> </ul>	ongoing	<ul style="list-style-type: none"> <li>On-track for grade levels</li> <li>on-time graduation</li> <li>academic proficiency</li> <li>participation in enrichment activities (STEAM, HI Culture)</li> </ul>	Academic Directors	<input checked="" type="checkbox"/> PP \$ <input checked="" type="checkbox"/> Title I \$ <input type="checkbox"/> Title II \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A
2. Positive school climate and culture for individuals and groups	<ul style="list-style-type: none"> <li>Curriculum, coaches and trainers for ethical use of tech and social media</li> <li>Maintain established Community Service opportunities and improve tracking of projects</li> <li>Share outs with PLCs and student and visitor performances</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Perception of safe learning spaces through surveys,</li> <li>Student behavior referral %</li> <li>Attendance %</li> <li>Performances – %/#classes with students and audience attending.</li> <li># supplemental presentations by visiting artists</li> <li>% eligible students in extended day activities</li> </ul>	Dean of Students, Athletics and Activities Coordinator	<input checked="" type="checkbox"/> PP \$ <input checked="" type="checkbox"/> Title I \$ <input type="checkbox"/> Title II \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A
3. Students are engaged in relevant learning with self-directed options	<ul style="list-style-type: none"> <li>STEAM – classes, supplemental activities, instructors (Art includes music, performing and fine arts) available to all students</li> <li>Workplace Readiness Program (WRP) serves SPED students to age 22.</li> </ul>	Ongoing, as resources allow	<ul style="list-style-type: none"> <li>Academic proficiency,</li> <li>Perception of relevant learning through surveys</li> <li>WRP - # enrolled / year</li> <li>Community Service – hours and projects, credit earned</li> <li>2020 Target Goals / contract</li> </ul>	Academic Directors	<input checked="" type="checkbox"/> PP \$ <input checked="" type="checkbox"/> Title I \$ <input type="checkbox"/> Title II \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A

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**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.

Outcome: By the end of three years,	Rationale: Explain the link to your CNA / Underlying Cause(s)
Faculty and staff positions clearly understood and filled. Continuous improvement supported by mentoring and coaching based on observations and evaluations for all employees	<ul style="list-style-type: none"> <li>• positive school culture requires schoolwide, ongoing support</li> <li>• Demands of increased enrollment and growth</li> <li>• Graduation rate challenges</li> <li>• Personnel require professional development (PD) for Continuous School Improvement (CSI)</li> </ul>
Relevant professional development is accessible by all. Standards of proficiency are understood by all.	<ul style="list-style-type: none"> <li>• Evolving standards for math, science (Next Gen Science Standards), technology and information systems PD</li> <li>• Graduation rate challenges</li> </ul>
Professional Learning Communities (PLC) meet regularly to address evolving needs in public education and the work place. Learning from workshops and conferences is shared.	<ul style="list-style-type: none"> <li>• Response to Intervention (RtI) support needed for struggling students (Personnel, office spaces, resources)</li> <li>• PLCs established for CSI</li> </ul>
Faculty meetings occur regularly to coordinate programs, celebrations and performances.	<ul style="list-style-type: none"> <li>• Positive school culture and climate require active support</li> <li>• Faculty groups evolve CSI</li> </ul>

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Desired Outcomes	Strategies & Actions	School Year(s) of Activity	Relevant Interim Measures	Accountable Lead(s)	Funding Sources
<p><i>Based on Strategic Plan Staff Success Indicators</i></p> <p>1. Positions filled &amp; faculty and staff retained with annual Total Quality / data – based evaluations for CSI</p>	<p><i>How will you achieve your goal? What resources will you leverage?</i></p> <ul style="list-style-type: none"> <li>Total Quality observations and evaluations of all employees</li> <li>clear job descriptions and roles</li> <li>Support systems for ‘on-boarding’</li> <li>orienting new employees</li> </ul>	<p><i>When will this occur?</i></p> <p>Ongoing</p>	<p><i>How will you know if you are on track to meet your goal? How will you monitor progress?</i></p> <ul style="list-style-type: none"> <li>Number of positions open, Faculty and staff retention rate (% beyond 5 years in education)</li> <li>Exit interviews with employees</li> <li>% of evaluations completed</li> </ul>	<p><i>Who will be leading?</i></p> <p>Academic Directors</p>	<p><i>Check applicable boxes to indicate source of funds.</i></p> <p> <input checked="" type="checkbox"/> PP \$  <input type="checkbox"/> Title I \$  <input type="checkbox"/> Title II \$  <input type="checkbox"/> Other \$  <input type="checkbox"/> N/A                 </p>
<p>2. Targeted professional development supports retention of qualified staff</p>	<ul style="list-style-type: none"> <li>Coaching and mentoring, professional development for core curriculum, differentiated instruction and current assessments</li> <li>Supplemental and enrichment staff as resources allow</li> </ul>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>Teacher evaluations - % performed</li> <li>PD and trainings % (# people:# hours)</li> <li>Perception survey to monitor understanding and implementation of schoolwide goals</li> </ul>	<p>Academic Directors, Admin Team</p>	<p> <input checked="" type="checkbox"/> PP \$  <input type="checkbox"/> Title I \$  <input checked="" type="checkbox"/> Title II \$  <input type="checkbox"/> Other \$  <input type="checkbox"/> N/A                 </p>
<p>3. Consistently occurring faculty meetings, PLCs, and recognition of successes</p>	<ul style="list-style-type: none"> <li>Participation by all faculty</li> </ul>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>PLC participation %</li> <li>Faculty meeting participation %</li> </ul>	<p>Academic Directors</p>	<p> <input checked="" type="checkbox"/> PP \$  <input type="checkbox"/> Title I \$  <input type="checkbox"/> Title II \$  <input type="checkbox"/> Other \$  <input type="checkbox"/> N/A                 </p>



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**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.**

Outcome: By the end of three years.	Rationale: Explain the link to your CNA / Underlying Cause(s)
Adequate, effective facilities and infrastructure informed by TQ / CSI planning, Cafeteria / multi-purpose gathering space in place on main campus.	<ul style="list-style-type: none"> <li>• Classes widespread in vast district of Puna,</li> <li>• increased enrollment,</li> <li>• lack of infrastructure</li> <li>• 675 students under CEP offered breakfast and lunch on school days</li> <li>• HAAS has been approached to vend meals locally</li> </ul>
Effective family and community engagement	<ul style="list-style-type: none"> <li>• Low socio-economic status (SES) families</li> <li>• Many households have no phones or technology access yet still need information shared with them,</li> <li>• Lack of accessible enrichment activities</li> </ul>
Effective communication systems in place driven by Admin Team and overseen by Governing Board	<ul style="list-style-type: none"> <li>• Inadequate phone system</li> <li>• Communication and collaboration require strategies and supports</li> </ul>
Chronic absenteeism rates decreased	<ul style="list-style-type: none"> <li>• Lack of transportation,</li> <li>• low SES</li> </ul>
Updated CSI plan (with Title I/II components) is implemented, monitored and renewed at least annually	<ul style="list-style-type: none"> <li>• CSI plan serves student learning and achievement</li> <li>• Limited time for Data based driven decisions and best practices</li> </ul>

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<i>Based on Strategic Plan Successful Systems of Support Indicators</i>	<i>How will you achieve your goal? What resources will you leverage?</i>	<i>When will this occur?</i>	<i>How will you know if you are on track to meet your goal? How will you monitor progress?</i>	<i>Who will be leading?</i>	<i>Check applicable boxes to indicate source of funds.</i>
1. Facilities and adequate infrastructure	<ul style="list-style-type: none"> <li>Work with non-profit partner Arts &amp; Sciences Center to plan, fund and develop facilities</li> <li>Classrooms and effective learning spaces</li> </ul>	As resources are available	<ul style="list-style-type: none"> <li>Needs gathered by Admin Team,</li> <li>Adequate offices</li> <li>Cafetorium/commercial kitchen</li> </ul>	Admin Team	<input checked="" type="checkbox"/> PP \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title II \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A
2. Effective Family and community communication and engagement	<ul style="list-style-type: none"> <li>Performances by students – celebration of achievements</li> <li>Families informed via class meetings, parent nights</li> <li>Information shared in regular newsletters and website updates</li> <li>Supplemental enrichment programs and activities offered</li> </ul>	ongoing	<ul style="list-style-type: none"> <li>Perception data from surveys</li> <li>% of monthly or quarterly newsletters</li> <li>Website information is current – log of changes and entries</li> <li>Extended day programs - # served</li> <li>Attendance at activities</li> </ul>	Dean of students, Athletic and Activities coordinator, Academic Directors	<input checked="" type="checkbox"/> PP \$ <input checked="" type="checkbox"/> Title I \$ <input type="checkbox"/> Title II \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A
3. Effective Admin Team	<ul style="list-style-type: none"> <li>PD for administration and operations staff</li> <li>Time reserved for meetings</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Frequency and attendance</li> </ul>	Admin Team	<input checked="" type="checkbox"/> PP \$ <input type="checkbox"/> Title I \$ <input checked="" type="checkbox"/> Title II \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A
4. Effective Governing Board (GB)	<ul style="list-style-type: none"> <li>Staff positions to support volunteer GB work</li> <li>Board training and evaluations of work</li> <li>Active committees</li> <li>Annual Calendar of responsibilities</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Quorum at regular meetings per by-laws</li> </ul>	Governing Board members	<input checked="" type="checkbox"/> PP \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title II \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A