SELF-STUDY VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR

VOLCANO SCHOOL OF ARTS AND SCIENCES

99-128 Old Volcano Road

Volcano, HI 96785

Hawai`i School District

March 6 - 9, 2017

Visiting Committee Members

Dr. B. Gale George
Teacher, EL Coach, Serrano High School, Retired

Mrs. Ali Beste
Educator, Assets School

Mrs. H. Ka`umealani K. Walk
Teacher, Kahuku High and Intermediate School

Chapter I: Student/Community Profile

Briefly summarize the most critical information from the student/community profile that impacts

the school. Include the following:
   1. **Brief description of the students and community served by the school**

Volcano School of Arts and Sciences is a public charter community school of choice. The school is located in the rural Hawaiian town of Volcano. The community is adjacent to Hawai`i Volcanoes National Park. Students come from several different Hawaiian counties. Sixty-one percent of students come from the Puna district; thirty-four percent live in the Ka`u district. The remaining 5% of the student live in the district of Hilo. Nearly 40% of the students travel 25 or more miles to attend Volcano School of Arts and Sciences (VSAS). The average income for families in the six towns served by the school (Volcano, Pahala, Naalehu, Kurtistown, Keaau, and Hilo) is approximately $ 46, 304. The percentage of individuals below the poverty line for the six cities is around 15.45%. Most of these towns are small, averaging about 735 housing units each. The one exception is Hilo, which has 17, 734 housing units.

The school was founded by families and teachers in Volcano whose students did not fit the local Department of Education (DOE) schools. The first day of school was September 11, 2001. The school met in cabins at the Volcano National Park for about eight months. The current campus on Old Volcano Road is a third-party lease from the Kamehameha Schools.

The school is surrounded by environmental and human resources that support student learning. Volcanoes National Park has been named by the United Nations as a World Biosphere Reserve and a World Heritage Site. Scientists and specialists from the park serve a mentors. Additionally, Kilauea Military Camp, the U.S. Geological Survey, Hawai`i Volcano Observatory, the Volcano Art Center, and other community resources work with the school to enhance the curriculum and student experiences.

VSAS is an ethnically diverse school. The student body is about 42% white and 39% part Hawaiian, with smaller numbers of Black, Native American, Hispanic, Filipino, and other Asian.

Approximately 64% of the students are identified as low income. Many parents send their children the long distances to the school with a desire to break the existing cycle of low education and poverty.

   2. **School's analysis of student achievement data**

VSAS has reviewed student achievement data gathered from a variety of sources. These include screening data, SBA data, NWEA data, HSA science data, i-Ready data, and progress report data. From this data, the school identified implications for the continuous school improvement process. Significant findings include the need to improve or implement culture of learning across the curriculum; continue to partner with parents and the community; identify strategies to attract, engage, and retain students; brainstorm ways to close gender and ethnic achievement gaps; collect data to track individual student progress over time that differentiates between new students and those who are not; and develop targeted strategies to work with students who score in the 'nearly met' category on the SBA.
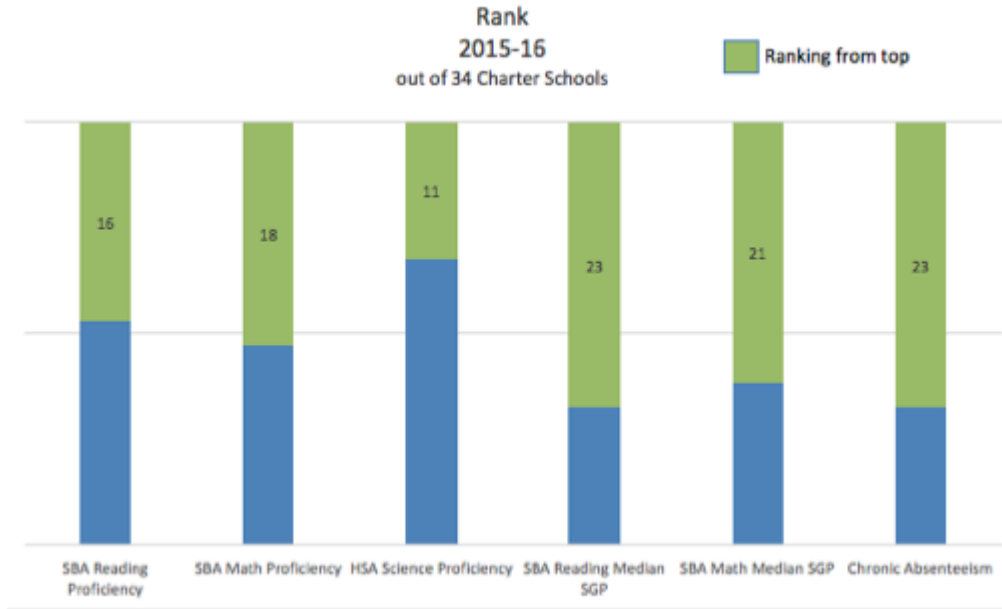
Another factor impacting the instructional program at VSAS is the number of students from low income families. The percentage of students identified as low SES has averaged over 60% for the last four years. The one exception was the 2014-2015 school year when the percentage was 43%. Data for the first quarter of this year indicated 56% low SES. In addition, many students travel great distances to attend the school, which may lead to poor attendance.

Enrollment

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017 Qtr 1
Year End Enrollment	152	182	182	154	147	173
Attendance		91.4%	89.9%	92.7%	91.06%	94.04%
Student Groups						
Low SES *	29.6%	62.6%	68.7%	42.9%	64.4%	56%
Students with Disabilities **	15.1%	12.6%	18.1%	17.5%	14.3%	10.4% **
2English Language Learners	1.3%	0.5%	1.1%	1.3%	1.26%	2.3%
Student Gender Enrollment						
Female	42.8%	45.6%	45.6%	46.1%	48.3%	47.1%

Male	57.2%	54.4%	54.4%	53.9%	51.7%	52.9%

3. **Other pertinent data (e.g., size of English learner population, teacher credentialing, class size, programs for students)**

Two students qualify as English Language Learners. The school also serves students who are eligible for special education services (about 13% of the student body).   Almost all teachers are credentialed according to Hawai`i state law. If a teacher has a contract that is less the half-time, licensing is not required.   Teachers who are not credentialed are working on an emergency permit and are taking classes to obtain proper licensing.   Class sizes are small and with Educational Assistants and other adults in the classroom, the average student-teacher ratio is 1:9.

4. **Appropriateness of identified critical learner needs and their linkage to schoolwide learner outcomes**

VSAS identified four critical learner needs. All four focus on the need to identify contributing factors to low student achievement and growth and are aligned with the ESLRs. The ESLRs state that 1) Every child feels respected, with support for their strengths and needs, 2) Families are engaged as learning partners, 3) Students are active, self-directed learners and critical thinkers, constructing meaning through inquiry, 4) Arts and sciences are integrated through learning, and 5) Students learn from and contribute to their community, culture, and environment. The critical learner needs were identified as the school went through the self-study process and are a synthesis of the identified areas of growth from each of the criterion.

5.
   Note: Show data in chart format and comment. Include sections of the profile that show student achievement findings and interpretations.
6. **Comment on significant findings revealed by the profile and/or pertinent items that were not included in the profile.**

The school recognizes that students are still struggling with English and math, particularly when being assessed with standardized tests. Early assessment of students to determine their skill levels is now taking place. This will assist teachers in designing lessons that support these students. This is integrated into the school's action plan.

Chapter II: Progress Report

Since the last self-study:
  ● **Comment on the school's major changes and follow-up process.**

During the 2015-2016 school year, the school experienced a transition in leadership. The previous Education Director left in September and an interim began in October. In May of 2016, the interim Education Director was hired permanently. The new principal had worked at the school previously and moved on to work in charter school administration at the Hawaii Department of Education. Once she was hired as the permanent administrator, the title of the

position was changed to Principal. During the transition period, the Assistant Director and Social Worker/Counselor maintained continuity following continuous school improvement protocols and working with the schoolwide action plan, the school's vision, and mission.

This same year, 2015 - 2016, the fifth grade was re-incorporated into the elementary school. For a short period of time, the fifth grade was placed with the middle school, creating a 5 - 8 school.

The follow-up process used by the school in the accomplishment of the action plan and the critical areas for follow-up was based on the continuous school improvement protocol. Staff was involved in on-going review, assessment, self-reflection, and training. Staff was provided professional development in all areas of need identified by the critical areas for follow-up. The Leadership Team is working toward taking more responsibility in the monitoring the achievement of the action plan. Members are aware of their roles and the new protocol has been written. Complete transition to the new protocol will begin following the WASC visit.

- **Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.**

The previous WASC visiting committee left five critical areas for follow-up with the school. These critical areas were incorporated into the school's action. Each critical area has been addressed.

Critical Area 1: School leadership, staff, and stakeholders examine existing communication practices and develop transparent and explicit ways to support two way communication among school staff for better articulation of curriculum and instruction K-8, and between the school and families, especially middle school families, to ensure higher levels of family engagement.

Professional development was provided for all instructional staff, including Educational Assistants. Topics of the professional development included co-teaching approaches, reading comprehension, math calculation, and math problem-solving. The school has also adopted Common Core curriculum in math and English/Language Arts and teachers are continuing to work unpacking and aligning the curriculum to the new standards. In addition, all teachers participated in professional dialogue on improving student engagement during regularly-scheduled staff meetings. Parents were invited to attend a series of parent and family events and to participate in bi-annual student-led conferences or parent-teacher conferences. Instructional workshops focusing on reading comprehension and math strategies were offered to parents. A digital online learning platform has been adopted to facilitate communication between the school and families and among the staff. Later, the school expanded opportunities for communication with the adoption of an automated phone call/text messaging service.

Critical Area 2: School staff continue to refine and improve practices addressing student behavior, specifically anti-bullying and school-wide behavioral expectations with consistent staff implementation in and out of the classroom.

Based on the review of student discipline data, Volcano School of Arts and Sciences (VSAS)

has worked to improve student discipline issues and bullying. Professional development has been provided. An anti-bullying campaign has been introduced to the school. Students are provided interventions and support. The middle school now has a Student Court program to 'hear' and resolve student issues. The discipline policy is revised annually. Positive Discipline is used in all classrooms. There is a Peaceful Classroom program in grades K-5 that is led by the school Social Worker. The middle school uses the Second Step program.

Critical Area 3: The Educational Director develop a usable system to effectively track and disaggregate student data and store student records.

The school adopted a school-wide digital assessment and computer-assisted instruction program. The system includes data tracking and reporting systems. The school also uses HDOE electronic Comprehensive Student Support System (eCSSS), electronic Student Information System (eSIS), and Longitudinal Data System (LDS). Google Suite for Education is being used to digital storing and sharing of data. This includes student progress reports and data collected through surveys. One digital learning platform was discontinued due to high cost and inefficient reporting protocols.

Data collected and used to support students who are experiencing behavioral or academic challenges has been expanded to include a number of assessments that measure behavioral and academic difficulties. Data was shared with the student focus team to inform decisions made concerning these students.

In the last year, the school has adopted i-Ready. This digital reporting platform tracks student progress and provides school, grade, class, and individual student reports. Infinite Campus, the state's new system to track and record student information is also in place.

Critical Area 4: Develop a plan to articulate and support the Education Director's role in supervising instruction to ensure consistent implementation of standards-based instruction and learning and achievement of GLOs for all students.

The teacher evaluation system was based on the Danielson Model. In 2014-2015 responsibility for teacher evaluation was shared with the newly-formed position of Assistant Director. The teacher evaluation system was improved in 2015-2016 with the implementation of teacher evaluations. School policies were revised to reflect this change. A new employee handbook was created to align with the school's mission, vision, and expected schoolwide learning results. In the Fall of 2015-2016, the Education Director resigned and an Interim Director was hired. In the 2016-2017 academic year, the title was changed to Principal.

Teaching staff has continued to receive professional development in the implementation of the Common Core State Standards. Teachers continue to unpack the standards during staff meetings. The school improved the vision and mission by expanding the 'Ike Hawai`i' (Hawaiian knowledge - connection to ancestral knowledge) program to include instruction for students and staff in Hawaiian values and knowledge such as piko (origin point, source) from which all other instruction emerges.

Critical Area 5: All teachers expand curriculum mapping to ensure mastery of essential standards at all grade levels and content areas.

Work on the refinement of curriculum maps in all content areas is an ongoing process. Staff is continuing to work on alignment to the Common Core State Standards or specific content area standards. There is continued vertical alignment across all grade levels.

Chapter III: Self-Study Process
Include a copy of the schoolwide learner outcomes.

The school's ESLRs are:

1.   Every child feels respected, with support for their strengths and needs.
   ● Respect and responsibility for themselves, others, and the environment are demonstrated by everyone.
2.   Families are engaged as learning partners.
3.   Students are active, self-directed learners and critical thinkers, constructing meaning through inquiry.
   ● Effective communicators
   ● Independent and collaborative creative problem-solvers
   ● Quality producers
   ● Self-assessors, setting, and achieving goals

4. Arts and sciences are integrated throughout learning.

5. Students learn from and contribute to their community, culture, and environment.

Comment on the school's self-study process with respect to the outcomes of the self-study.

1. **The involvement and collaboration of all staff and other stakeholders to support student achievement**

Work on the self study began two years prior to the visit. Teachers worked together to disaggregate data during staff meetings. Data included perception data, demographic data, student learning data, and process data. The teachers felt there was a great deal of raw data that was used to work through Chapter IV, section B of the report. Teachers were interviewed by community members and each other. Teachers also worked independently generating responses to the data. Working as a group, they brought their individual responses together and identifying common themes. Identified themes were developed into areas of strength and areas for growth. These were revisited in staff meetings this year, and nothing new was identified. Perception data was gathered from parents, students, staff, and community members. This data was analyzed and disaggregated to identify major issues.

The assistant director took the lead on Chapter II. Data on follow-up was reviewed and shared with teachers during staff meetings. When additional questions would arise, the assistant director would seek out staff how could provide answers. The counselor was also instrumental in providing data and supporting information for the writing of this chapter.

Parent volunteers and members of the governing board served as proofreaders of the entire document.

2. **The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards**

The staff annually reviews a variety of data, including student perception and achievement data, to measure what students know, understand, and are able to do. Based on the analysis of the data, adjustments are made to programs.

3. **The analysis of data about students and student achievement**

VSAS collects a variety of data to use in developing programs, making decisions about expenditures, writing and modifying curriculum, preparing budgets, and developing long-range action plans. Data used includes, but is not limited to, demographic data, perception data, enrollment data, attendance data, and student progress data.

4. **The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and ACS WASC criteria**

The staff meets regularly to analyze the impact of the school's program on student learning. The basis for these discussions is student performance data. Analysis of this data guides the

staff in identifying the direction the school should take and development of the school-wide continuous improvement plan. One outcome of this process is the recognition of the need to unpack the common core state standards.

5. **The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan.**

The long-range action plan focuses on achievement of the schoolwide learner outcomes and how these are significant to the school's identified areas of need. The critical learner needs focus on alignment of the school's instructional program to the mission, vision, common core, and other standards; identification of strategies to support all learners; implementation of leadership and collaborative structures and decision-making protocols that are consistently student-centered, mission-driven, collaborative, strategic, and accepted systemwide; and recognizing that current resources and systems are insufficient to address the needs of the changing student demographics and meet the needs of the community served by the school.

Chapter IV: Quality of the School's Program

Part A: What Currently Exists (10–20 pages)

Based on the self-study and visiting committee findings, for each criterion in the following categories:

        A. Organization for Student Learning

        B. Curriculum, Instruction, and Assessment

        C. Support for Student Personal and Academic Growth

        D. Resource Management and Development

- **Summarize an analysis of what currently exists and its impact on student learning.**
    - **Highlight areas of strength (if any)ap**
    - **Highlight the key issues (if any)**
    - **List important evidence about student learning from the self-study and the visit that supports these strengths and key issues**

Note: When writing the analytical summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the ACS *WASC Accreditation Status Determination Worksheet*).

CATEGORY A. ORGANIZATION FOR STUDENT LEARNING

A1.   School Purpose Criterion

To what extent has the school established a clear vision and mission (purpose) that reflect the beliefs and

philosophy of the institution?

To what extent is the purpose defined further by adopted schoolwide learner outcomes that form the basis of the educational program for every student?

Online Programs: iNACOL Standard A: Mission Statement: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Beliefs and Philosophy: The written mission and vision (purpose) reflects the beliefs and philosophy of the school and its constituency.

Volcano School of Arts and Science has clearly written mission and vision statements. These statements reflect the beliefs and philosophy of the school and the school community. The mission statement is, "Learning through Volcano's unique natural and cultural resources to become creative global citizens."

The school's vision is a series of statements that incorporate the school's relationship with the culture and native environment and the responsibility of the program to prepare students for lifelong learning. These vision statements are:

- Focus on the unique ecosystems and geology of the Volcano area
- Cultivate responsibility for nature and the environment
- Involve the community in ongoing partnerships
- Provide a solid academic foundation for all students
- Encourage creative problem-solving and critical thinking
- Provide avenues for creative self-expressions through the arts
- Teach practical life skills
- Offer a rich multicultural program
- Nurture respect for and understanding of the Hawaiian culture
- Foster social responsibility and respect for others
- Impart a lifelong love of learning
- Serve the Volcano community
- Celebrate the successes of all children

Integral to the success of the mission and vision is that the school provides a safe and supportive "learning village" atmosphere and environment for students.

Purpose, Schoolwide Learner Outcomes, and Profile Data: The student/community profile data has impacted the development of the school's vision and mission and schoolwide learner outcomes.

The school's mission and vision were originally developed through a series of Community Forums held in 1999 - 2000. These forums aided greatly in determining the type of school that would best meet the needs of the Volcano community. As plans for the school developed, community and school demographics and the results of stakeholder perception surveys were used in the inception, review, and revision of the mission, vision, and Expected Schoolwide Learner Outcomes. Perception surveys were given to parents, students, and community

members. Governing Board members were also involved in the the development of mission, vision, and ESLRs. The process used was based on the Victoria L. Bernhardt Continuous School Improvement model. As a result of this process, the mission was revised in 2014.

Involvement of All: The school has a process for involving representatives of the entire school community in the development/refinement of the mission, vision, and schoolwide learner outcomes.

The Victoria L. Bernhardt Continuous School Improvement model led the school in development, review, and refinement of the school's mission and vision statements, and the ESLRs. The perception data gathered through surveys from parents, students, and community members provided the basis for the review process. The school notifies parents of upcoming events, including meetings that focus on the revision of the vision, mission, and schoolwide learner outcomes using a variety of strategies. These include the Info Flo newsletter, weekly updates, the Volcano Community news, and the school's website.

Consistency of Purpose, Schoolwide Learner Outcomes, and Program: There is a strong degree of consistency between the school purpose, the schoolwide learner outcomes, and the school program.

The school's mission, "Learning through Volcano's unique natural and cultural resources to become creative global citizens" is reflected in the schoolwide learner outcomes. SLO # 1 includes a statement that students have respect and responsibility for themselves, others, and the environment. SLO # 5 indicates the need for students to learn from and contribute to the community, the culture, and the environment. Students are involved in activities that reflect the Hawaiian culture. Before going to class in the morning, an Oli is chanted to help them to calmly focus and prepare them for the day.

Communication about Vision, Mission, and Schoolwide Learner Outcomes: The school has means to publicize the vision, mission, and schoolwide learner outcomes to the students, parents, and other members of the school community.

The school has identified a number of mechanisms to publicize its purpose and schoolwide learner outcomes to students, parents, and other members of the school community. They utilize their school website, monthly classroom newsletters, a bi-monthly parent/family newsletter, articles in the monthly Volcano Community Newsletter, the One Call Now automated call system, a table at the weekly local farmer's market, Facebook, articles in the islandwide *Hawai'i Tribune Herald*, articles in the Ka'u Calendar, radio spots, media news coverage, and WAVOC (work study exchange program) projects through Waseda University website.

Regular Review/Revision: The school has a process for regular review/revision of the school purpose and the schoolwide learner outcomes based on current and future learner needs and other local/global/trends/conditions.

The self study indicates the mission and vision have been revised and refined. Learner needs, current and future, as well as local and global trends and conditions were examined. It was noted that current learner needs are assessed regularly in Pod meetings and yearly in the schoolwide Continuous School Improvement (CSI) process. The vision and mission statement are reviewed annually as part of the CSI process. The process includes an annual review of data. Some stakeholders are directly involved in the review and revision process; others are more remotely involved.

A2. Governance Criterion

To what extent does the governing authority adopt policies which are consistent with the school purpose and support the achievement of the schoolwide learner outcomes?

To what extent does the governing authority delegate implementation of these policies to the professional staff?

To what extent does the governing authority monitor results?

> **Online Programs: iNACOL Standard B: Governance Statement**: Governance is typically provided by a Board of Directors, an Advisory Board or an ISEP Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Clear Policies and Procedures: There are clear policies and procedures with regard to the selection, composition and specific duties of the governing authority.

As a Hawaiʻi Public Charter School, VSAS is chartered under the laws of the State of Hawaiʻi and must comply with its prescribed policies and procedures. As such, the Governing Board has clear policies and procedures with regard to the selection, composition, and specific duties of its members. The governing board is the independent governing body of the school and has oversight of and is responsible for the financial, organizational, and academic well-being of the school. The board ensures the school is in compliance with the charter. Membership on the board is open to anyone in the community. The current membership is made of approximately one-third community, one-third parents, and one-third community members.

The governing board has the power to negotiate supplemental collective bargaining agreements with exclusive representatives of their employees.

Pretraining of Potential Board Members: Individuals who seek board membership or are being considered as appointees by the board will have some form of training in the principles and skills essential to the effectiveness of the school board.

After meeting with representatives of the board, the committee found, at this time, that no training is offered to prospective or new school board members. However, board members present recognize this as an area that needs to be addressed and will be considering it in the near future.

Relationship of Policies: The governing authority's policies are directly connected to the school's vision, mission, and schoolwide learner outcomes.

As the governing board was involved in the process of reviewing and revising the school's mission, vision and schoolwide learner outcomes, its policies are directly related. Decisions made by the board support the school's mission and vision. Policies adopted by the board that are connected directly to the school's mission and vision include resolving conflicts of interest, personnel, conflict resolution, complaint procedures, admissions, student conduct and discipline, mandated reporting and crime-related incidents, and parent involvement.

Involvement of Governing Authority: The governing authority is involved in the regular review and refinement of the school's vision, mission and schoolwide learner outcomes. The governing authority uses a variety of strategies to remain current in research-based knowledge about effective schools.

The governing board is responsible for approving any and all changes to the school's mission, vision, and schoolwide learner outcomes. Four members of the board have a background in education and stay informed on current trends and research; one member is working on a Ph.D. in education. One-third of the board members are current educators at the school and are familiar with education-related research.

School Community Understanding: The school community understands the governing authority's role.

Not all members of the community clearly understand the role of the governing board. This has become even more apparent as there now exists a non-profit Friends of Volcano School of Arts and Sciences foundation. This foundation has a Board of Directors. In a meeting with representatives of both the governing board and the FVSAS board, it was mentioned that this has become an issue. One governing board member shared there is a matrix that clearly defines the roles of both boards. Representatives of both boards agreed that this matrix needs to be shared with all stakeholders to clarify the relationship with the school and the responsibilities of both.

Relationship to Professional Staff: There is clear understanding about the relationship between the governing authority and the responsibilities of the professional staff. The governing authority constrains its actions to policy making and strategic planning, while authorizing the administration to implement its decisions.

The governing board is responsible for oversight of the financial, organizational, and academic health of the school. They are charged with making sure the school works within the requirements of the charter. The board is also required to guarantee the school is compliant with federal and state laws. The school administrator is responsible for the operational aspects of the day-to-day functioning of the school. The governing board hires, supervises, mentors, and evaluates the administrator.

Board's Evaluation/Monitoring Procedures: There is clarity of the evaluation and monitoring procedures carried out by the governing board, including the review of student performance, overall school programs and operations, and the fiscal health of the school.

The board has established procedures for the monitoring and evaluation of student performance, the fiscal health of the school, and overall school programs and operations. Monitoring of student performance comes through monthly reports from the principal. The fiscal health of the school is conducted through monthly budget presentations. As a result of restructuring of the school's business office staff and procedures, the board will have access to information needed to better oversee and improve the financial health of the school.

Evaluation and monitoring also occurs as the board monitors and evaluates the principal. There is an approved and established procedure that is carried out annually.

Complaint and Conflict Resolution Procedures: The established governing board/school's complaint

and conflict resolution procedures as they apply to the school's stakeholders are effective.

The board and the school have an established procedures for complaint and conflict resolution. The conflict resolution policy is reflective of the agreements the school holds as a community about resolving conflict. There are three distinct steps in both conflict resolution and complaint resolution. These are: 1) direct resolution during which all members of the community are expected to try to resolve differences through respectful dialogue and honest exchange during the course of normal school operations, 2) administrative resolution where the matter is referred to an administrator who facilitates a meeting between concerned parties, and 3) an appeal is made to the governing board by either party involved and resolution is reached by the governing board. This resolution is final.

Evaluation Procedures: The governing authority carries out clearly defined evaluation procedures.

The governing board has a clearly defined evaluation procedure for evaluating the school principal. Evaluation of the principal occurs annually. The procedure includes goal setting in July, a mid-year progress report, staff and parent surveys in March/April, and an annual review in May. The governing board approves teacher and staff evaluation procedures.

Evaluation of Governing Authority: There is a process for evaluating the governing authority.

At this time there is no process for evaluating the governing board. The board has not conducted a self-evaluation in many years. However, in discussions with representatives of the board, this is will be corrected in the future.

A3.   School Leadership Criterion

To what extent does the school leadership make decisions to facilitate actions that focus the energies of the school on student achievement of the schoolwide learner outcomes?
To what extent does the school leadership empower the staff?
To what extent does the school leadership encourage commitment, participation and shared accountability for student learning?

Online Programs: iNACOL Standard C: Leadership: The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

Online Programs: iNACOL Standard I: Integrity and Accountability: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

Online Programs: iNACOL Standard D: Planning: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning

---

is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

Online Programs: iNACOL Standard F: Commitment: In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program's goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Defined Responsibilities, Practices, etc.: The school has administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

The school has written policies including an Employee Handbook, an organizational chart, a decision matrix, a VSAS EES (teacher evaluation) Handbook, and a staff evaluation process. These documents were recently reviewed and rewritten to improve accuracy, clarity, and completeness. A training was held at the beginning of the year that included expectations for staff, administration, and teachers and presented an organizational chart delineating lines of supervision.

Existing Structures: The school has existing structures for internal communication, planning and resolving differences.

Structures for internal communication, planning, and resolving differences are outlined in the employee handbook, student and parent handbook, and in the school's conflict resolution policy. The school uses bi-monthly staff meetings, Leadership Team meetings, pod meetings, weekly updates from the principal, Info Flo, and email as platforms for communication. An organizational chart is in place and understood by all.

Planning is conducted on a regular basis through administrative meetings, Leadership Team meetings, and staff meetings. Proposals prepared by the administration and Leadership Team are presented to the whole staff for consideration, comment, and approval.

Protocols for resolving differences are clearly defined and understood by all. Protocols are designed to allow all involved to have an appropriate, safe, and respectful forum for resolving differences.

Involvement of Staff: The school leadership has processes and procedures for involving staff in shared responsibility, collaborative structures and actions, and accountability to focus ongoing improvement on teaching and learning that supports student learning.

After meeting with school leadership, the committee found that the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning

are effective. Staff has been afforded a variety of opportunities to engage: staff meetings, staff committees, Pod meetings, staff collaboration sessions, and Leadership Team meetings. Pods determine how initiatives are to be implemented, and staff representatives from pods participate in relevant professional development in order to serve as resources for their pods. While the school supports academic freedom in developing instructional materials that are built upon the school's vision, mission, and academic standards, the school recognizes the need to improve on vertical alignment of the curriculum. It should be noted, however, that the responsibility to address issues, such as this, is shared by the school administration which fosters a culture of openness and is an observable form of transparency which lends towards the work needed in that area.

Evaluation of Existing Processes: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

An identified process is in place for the regular evaluation of existing processes and procedures. One method for this evaluation is the continuous school improvement protocol. These protocols include examining school data, a comprehensive needs assessment, and a review of all programs and processes. All staff are involved in examining all school data. Following the analysis of data, the school's leadership team develops an annual plan that includes a comprehensive needs assessment, goals, and specific strategies to reach the identified goals.

A4. Staff Criterion

To what extent are the school leadership and staff qualified for their assigned responsibilities?
To what extent are the school leadership and staff committed to the school's purpose?
To what extent do the school leadership and staff engage in ongoing professional development that promotes student learning?

Online Programs: iNACOL Standard E: Organizational Staffing: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Employment Policies/Practices: The school has clear employment policies/practices related to qualification requirements of staff.

The school has a clear personnel policy which states, "VSAS seeks to employ the best qualified individuals from the available labor force and to provide them with opportunity for advancement in a manner which does not discriminate." Position openings are posted in various venues relative to the position available. Individuals with expertise in a given content area are identified and assist during the interview process, after which the interview committee ranks each candidate accordingly. Only qualified candidates are recommended to the principal for the position for hire.

Qualifications of Staff: The school reviews all information regarding staff background, training, and preparation.

All teachers are required to be licensed by the Hawaiʻi Teachers Standards Board. Those teachers who are not licensed, but who may possess other qualifications for their specific positions, do not teach more than 17.5 hours a week, do not need to be licensed. Onboarding procedures are in place such as background checks, reference checks, and transcript confirmation. Teachers who are not licensed at the time of employment are put on a three-year program to attain the appropriate licensure.

Maximum Use of Staff Expertise: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and specialized programs so that the expertise of the staff members is maximized in relation to impact on quality student learning.

Teachers are hired and placed in classroom assignments based on licensing, expertise, aptitude, and teacher preference. Teachers are able to remain in their preferred assignments, reducing transition time and maintaining continuity throughout the program. Should staff be transitioned into a different role at the school, a mentor or coach is assigned to ensure a smooth transition. Should there be no peer to serve as mentor, the principal or assistant director will assume that role.

Special Education teachers work with classroom teachers to provide support in the regular education classroom creating an atmosphere of full inclusion. The Special Education teachers assist in the implementation of IEPs and monitor progress of identified students.

Defining and Understanding Practices/Relationships: The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

The school has clearly defined written policies articulated in employee handbooks and personnel policies. An organizational chart is in place and understood by all. The teacher evaluation protocol is explained in the teacher evaluation handbook. Decision-making procedures are defined in the Decision Matrix. All staff are aware of and understand all protocols.

Staff Actions/Accountability to Support Learning: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

All staff share in the responsibility of reviewing, evaluating, and revising the school's policies, procedures, and protocols. Discussion of revisions take place in staff meetings, pod meetings, leadership team meetings, and through continuous school improvement protocols as defined by Dr. Victoria L. Bernhardt. Demographic data, perception data, student learning data, and process data are analyzed routinely as part of the ongoing school improvement process. The results of this analysis is used by the school's leadership to develop an annual plan that includes a comprehensive needs assessment, goals, and the strategies required to attain the stated goals.

School leadership provides direction for use of mentors or coaches as needed by new teachers or those transitioning to a new grade level. Teachers also have the opportunity to visit other classrooms and observe other teachers to develop and improve their own practice.

Support of Professional Development: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the schoolwide learner outcomes.

The contractual time of teachers is maximized through effective use of teacher work days, 21 hours of professional development time, and staff meetings. Teachers are able to attend workshops and conferences; however, due to the isolated location of the school, attendance at outside conferences and workshops is somewhat limited.

Fiscal support of professional development is provided through Title I and Title II funds, outside grants, school-based mini grants, classroom budgets, and the school's budget. Professional development needs are identified through the annual continuous school improvement process. Individual teachers are also provided the opportunity to identify personal growth needs and opportunities for personal professional development to develop and expand their own practices.

Leadership and RtI (Response to Intervention) team members attend RtI seminars and Continuous School Improvement conferences once or twice a year. Information gathered at these conferences and seminars is shared with the entire staff. Effectiveness of professional development opportunities is reviewed annually as part of the continuous school improvement process.

Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Supervision and evaluation procedures are clear and are understood by all. These are explained clearly in the VSAS EES (Educator Effectiveness System) Handbook. This process is a combination of Charlotte Danielson's 2013 Framework for Teaching: Evaluation Instrument, the VSAS mission and vision statements, and requirements for National Board Certification.

Evaluation policies and procedures were recently revised for clarity, accuracy, and completeness. Teachers and staff are evaluated informally or formally on an annual basis. Evaluation procedures can include formal observations, learning snapshots, and use of professional learning communities, usually in the teaching pods (K-2nd, 3rd - 5th, 6th - 8th). Teachers were identified for evaluation during the 2016 - 2016 school year based on tenure, teacher request, and data from previous evaluations and observations. These factors support an evaluation process that promoting professional growth and improved student learning.

Classified staff is evaluated using the Hawai`i Department of Education Office of Human Resources evaluation and goal-setting protocol. Staff evaluations include self-evaluation as well as input from direct supervisors and team leaders. These evaluations are conducted by two evaluators, usually the principal and assistant director for calibration and to protect against bias. The 2015 - 2016 school year was the first year all classified staff was evaluated.

Measurable Effect of Professional Development: There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

VSAS currently has no objective process that measure the effectiveness of professional development opportunities on student learning. Schoolwide progress is reviewed annually as part of the continuous school improvement process. Because challenges and strengths are identified during this process, correlations exist between professional development opportunities and improvement in areas targeted for improvement.

A5.   School Environment Criterion

To what extent does the school have a safe, healthy, nurturing environment that reflects the school's purpose?

To what extent is the school environment characterized by a respect for differences, trust, caring, professionalism, support, and high expectations for each student?

Online Programs: iNACOL Standard G: Financial and Material Resources: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Caring, Concern, High Expectations: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual and cultural differences.

All staff at the school knows every student by name. Students recognize that teachers care about them and have high expectations for their success. Teachers create an environment that encourages learning and respects students of all cultures. Students' physical and emotional needs are met as they are identified. In order to reduce the incidences of bullying, a peaceful classroom program in grades K - 5 has been instituted and is taught by the school counselor. Students in grades 6 - 8 receive instruction through a social-emotional curriculum called Second Step.

Students with special needs are supported through 504 plans and Individualized Educational Plans. Special education teachers and educational assistants are available to provide additional support in and out of the classroom.

Student Self-Esteem: The school fosters student self-esteem through high expectations for each student and recognition of successes.

All staff at Volcano School of Arts and Sciences hold high expectations for student learning and success. Students are recognized in the classroom and at quarterly assemblies. Student successes are also recognized in the bi-monthly Info Flo newsletter. Students success is

recognized and celebrated in the classrooms on a daily basis. The school believes that all students have areas of strength, and these need to be encouraged praised regularly. Support for this comes through supplemental courses such a culture classes, music, art, hip-hop, movement, dance, sports, games, theatre, and the popular cooking class.

Mutual Respect and Communication: Mutual respect and effective communication among and between staff, students, and parents is evident.

VSAS has three school-wide expectations: respect for self, respect for others, and respect for the environment. These expectations were established by staff and students and are adhered to by all stakeholders. Classroom lessons encourage communication between students and between students and teachers.

The school uses a variety of methods for communicating with staff, students, and parents. These include, but are not limited to, the school's website, Info Flo bi-monthly parent/family newsletter, monthly Volcano Community Newsletter articles, automated call system, classroom newsletters, chalkboard communications at point of student drop off, annual questionnaires, email, and student court sessions.

Interstaff communication includes bi-monthly newsletters, weekly updates from the principal, monthly board reports, bi-monthly staff meetings, weekly teacher pod meetings, informal conversations, and email.

The administration has a open-door policy and is available to meet with students, teachers, and parents. Parents are comfortable contacting their students' teachers, staff at the school, and the administration.

Teacher Support and Encouragement: There is a level of support and encouragement for teachers to use innovative approaches to enhance student learning.

Teachers at VSAS are encouraged to and are supported in using innovative approaches to enhance student learning. Place-based learning situations occur often at the school. Students have access to online programs to enhance their understanding of concepts taught in the classroom. This is supported by laptops in classrooms and a fully equipped computer lab. Teachers are encouraged to integrate the arts, music, and culture into their daily lessons. A number of instructional strategies and approaches are used by teachers. These include cooperative learning, authentic tasks, small group instruction, integration of physical activities, computer-based interventions, differentiated homework, manipulatives, and learning trips.

Support for integrating these different opportunities is provided through professional development. Mini-grants, made possible through fundraising, are also available to provide additional innovative practices.

Safe, Clean, and Orderly Environment: The school has existing policies, regulations and uses its resources to ensure a safe, clean and orderly place that nurtures learning, including internet safety.

The school, while older, is clean, safe, and supports learning. Rooms are clean, and teachers create exciting learning environments. The K-5 school is built in the rainforest that allows

instruction to take place outside the confines of the classroom. Proximity to the ocean and Volcanoes National Park offer additional opportunities for place-based learning.

A6.   Reporting Student Progress Criterion

To what extent do the school leadership and staff regularly assess student progress toward accomplishing the schoolwide learner outcomes?

To what extent do the school leadership and staff report student progress to the rest of the school community?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Reporting Student Progress: There are effective processes to keep the board and parents informed about student progress toward achieving the academic standards and the schoolwide learner outcomes.

The school uses a variety of methods to keep the governing board and parents informed about student progress. The principal provides a monthly report to the governing board. As these meetings are open to the public, parents and community members are able to attend. The school's website is kept current with all school-related information. SBAC scores are provided to parents, and school-wide scores are publicly available.

Students receive quarterly progress reports and are evaluated in both academic areas and achievement of the student learner outcomes. Teachers send home classroom newsletters weekly, monthly, or quarterly with information for parents on class activities and progress.

Monitoring of Student Growth: The school has an effective system to monitor all students' progress toward meeting the academic standards and schoolwide learner outcomes.

The school has a number of methods in place to monitor student progress both academically and in achieving the schoolwide learner outcomes. Students take formative and summative assessments on a regular basis. They take the NWEA and the Diagnostic Reading Assessment twice a year. Students receive progress reports quarterly, and parents may request more frequent updates from teachers. While there is no formal process for monitoring student progress toward achievement of the student learner outcomes, the SLOs are embedded into the curriculum. Classroom observation by teachers, participation in a variety of school activities such as 'Ohana Night, Astro Night, Math Night, Piko Wehena, and learning excursions. Parents are expected to volunteer four hours a year as the parent participation part of the SLOs. The integration of art into the classroom curriculum and a focus on the local environment are also ways the SLOs are evaluated.

Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

VSAS is a data-driven school. Decisions are based on the analysis of a variety of data including process data, student achievement data, and perception data. Student learning data comes from Smarter Balanced scores, developmental reading assessments, Measures of Academic Progress, and i-Ready diagnostics. Strengths and challenges are identified as part of data analysis and measures are taken to modify programs to meet the identified needs of students.

Some changes that have resulted from data analysis include the move of 5th grade back to the elementary program from the middle school, adoption of a new math curriculum, a change to teach English/Language Arts and math using an interdisciplinary approach, and using i-Ready to support the existing RtI program.

Professional development opportunities have been provided to support the identified changes. These include training on the implementation of Common Core Standards and creating a more rigorous curriculum, Response to Intervention, project-based learning, positive discipline, and responsive classroom, and growth mindset, special education law and procedures, using technology in the classroom, and multi-sensory instruction and differentiation for reading.

A7.   School Improvement Process Criterion

To what extent does the school leadership facilitate school improvement which is driven by plans of action that will enhance quality learning for all students?

To what extent does the school leadership have school community support and involvement?

To what extent does the school leadership effectively guide the work of the school?

To what extent does the school leadership provide for accountability through monitoring of the schoolwide action plan?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Broad-Based and Collaborative: The school's planning process is broad-based, collaborative and has commitment of the stakeholders, including the staff, students, and parents.

The school has implemented the continuous school improvement process created by Dr. Victoria L. Bernhardt. This is based on the analysis of student learning data, perception data, demographic data, and process data.

The continuous school improvement process involves all stakeholders. The staff commits to the process through participation. Included in the plan is the inclusion of parents and community members. Parents, students, and governing board members currently participate through questionnaires and surveys.

The school plan is shared with parents via weekly parent communication folders. The principal also reports to the governing board monthly.

School Plan Correlated to Student Learning: The school's action plan is directly correlated to the analysis of student achievement data about the critical learner needs, schoolwide learner outcomes, and academic standards.

The schoolwide action plan was developed using student learning data, demographic data, perception data, and process data. Critical learner needs were identified. Implications for the action plan were identified by teachers, staff, administrators, and some parents. The principal developed a draft of the action plan for stakeholders to review. The current goals of the action plan were identified by a Steering Committee in 2014-2015.

Each section of the action plan addresses a specific student learner outcome.   Each is supported by a summary of the appropriate data. Critical learner needs, academic standards,

and schoolwide learner outcomes are included in each action plan section.

Systems Alignment: Within the school there is evidence of systems alignment in areas such as professional goals, teacher evaluation, and strategic planning for the purpose of ongoing school improvement.

Teachers are evaluated on a variety of professional criteria. These include planning and preparation, classroom environment, instruction, professional responsibilities, and on mission and vision criteria. Teachers are expected to continue to implement CCSS across the curriculum, further develop and improve use of the RtI system to identify students who are struggling to master grade-level standards, continue to implement the mission and vision, and identify and implement strategies to meet the needs of all learners. Professional goals are reviewed by the teacher and administrator at the beginning and end of each year.

Correlation between All Resources, Schoolwide Learner Outcomes, and Plan: There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the schoolwide action plan.

The school has an effective process that includes the allocation of time, fiscal, personnel, and material resources. In the Fall of 2016, a Leadership Team was formed and took responsibility for monitoring and evaluating the schoolwide action plan. Overall use of staff time includes a minimum of 21 hours of staff development devoted to accomplishing the schoolwide action plan. This can include the unpacking of CCSS 'power' standards, vertical curriculum alignment, data analysis, and other related tasks. In pods, teachers consider RtI groupings, grading, and other instructionally-related activities. A part-time 'Ike Hawai`i teacher has been hired to develop the Hawaiian focus of the school, and a part-time IT consultant was hired to assist with the integration of technology. In addition, staff members have been sent to other islands for trainings. Materials required for the new math program have been purchased. Title I and Title II funds as well as grants from outside sources have been focused on the implementation, monitoring, and accomplishment of the schoolwide action plan.

Areas of Strength for Organization for Student Learning (if any) that need to be addressed to ensure quality education for all students:

- The school demonstrates caring, concern, and high expectations for students in an environment that honors individual and cultural differences.
- Staff are highly involved in shared responsibility, actions, and accountability to support student learning.
- The school provides a safe, clean, and orderly environment that nurtures learning.
- Students have access to a variety of learning opportunities both inside and outside the classroom.
- Staff are highly involved in shared responsibility, actions, and accountability to support student learning.
- The school effectively uses a variety of data to drive all school-related decisions.
- There is a strong degree of consistency among the school purpose, the schoolwide learner outcomes, and the school program.

Key Issues for Organization for Student Learning (if any) that need to be addressed to ensure

quality education for all students:

- The fidelity of the schedule and structure for pod meeting.
- The Governing Board needs to develop regular orientation, training, and self-evaluation processes and procedures.
- Develop a process to determine the measurable effect of professional development on student learning.
- There is a need to strengthen the shared understanding of the mission, vision, and schoolwide learner outcomes to implement the vision throughout the school, and especially at the middle school, and among non-instructional staff.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Self study
- Meeting with administration
- Meeting with faculty
- Meeting with representatives of the Governing Board
- Representatives of the FVSAS Board
- Review of Info Flo newsletter
- Student and parent handbooks
- Staff handbook
- Conflict resolution policy
- Review of the action plan

CATEGORY B. CURRICULUM, INSTRUCTION, AND ASSESSMENT

B1. What Students Learn Criterion

To what extent does the school provide a challenging, coherent and relevant curriculum for each student that fulfills the school's purpose and results in student achievement of the schoolwide learner outcomes through successful completion of any course of study offered?

> **Online Programs: iNACOL Standard J: Curriculum and Course Design**: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Current Educational Research and Thinking: The comprehensive and sequential documented curriculum is modified as needed to address current educational research and thinking, other relevant international/national/community issues and the needs of all students.

The school is effectively using current educational research related to curricular areas directly informing instructional design and delivery. This, in turn, maintains a meaningful and rich instructional program for students. Teachers and school staff are provided with professional development at the school level as well as participation in other external opportunities such as training offerings and conferences. In addition, teachers and staff continue to initiate individual informal review of current educational research.

Information gathered from this research has resulted in the teaching of skills in context rather than in isolation, integrating a variety of instructional approaches and methodologies into the instructional program, development and use of formative assessments, and scaffolding content to support student understanding and mastery of the curriculum.

Academic Standards for Each Area: The school provides a comprehensive and sequential documented curriculum that is articulated within and across grade levels for the improvement of programs, learning, and teaching.

The school provides a comprehensive and sequential curriculum that utilizes state and national grade-level standards. Standards that drive the curriculum include the Common Core State Standards for English/Language Arts and math, the Next Generation Science Standards, Hawai`i Content and Performance Standards III for social studies, National Curriculum Standards for social studies, American Council on the Teaching of Foreign Language Standards (for Japanese language), and the National Core Arts Standards. The curriculum is articulated within and across the grade levels and curricula are selected based on alignment to these standards. While academic standards for each subject area, course, and program have been established and are foundational in the formulation of appropriate curriculum, the visiting committee concurs with the acknowledgement of the school in its self-study that the alignment of curriculum across grade levels is an area that needs continued work.

Congruence: There is congruence between the actual concepts and skills taught, the academic standards, and the schoolwide learner outcomes.

There exists congruence between the actual concepts and skills taught, the academic standards, and the schoolwide learner outcomes. Concepts and skills taught within the classroom environment reflect established state and national academic standards that have been aligned to the school's vision, mission, and schoolwide learner outcomes. Teachers are permitted flexibility in their instructional design towards this congruence and consult the mission, vision, and student learner outcomes when designing curriculum and creating lesson plans.

Student Work — Engagement in Learning: The school's examination of representative samples of student work and snapshots of student engagement in learning demonstrates the implementation of a standards-based curriculum and the schoolwide learner outcomes.

Students are engaged in the learning process. The implementation of a standards-based curriculum has been demonstrated through the school's examination of representative samples of student work and snapshots of student engagement in learning. Supporting evidence includes authentic student work, learning snapshots, classroom observations, lesson plans, project/unit plans, curriculum maps, daily master schedule, Hōʻike assemblies schedule and gallery/performance, Piko Wehena protocol, student-led conference materials and sign-in, student treasure books, recordings/videos, and photos. While the self study indicated the use of student-led conferences, meetings with students, especially at the middle school, revealed that this program is not used across the grade levels.

Accessibility of All Students to Curriculum: A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for all students.

The school offers a rigorous, relevant, and coherent curriculum through courses and programs that are accessible to all students. Student demographics, achievements, and needs are inclusive in developing courses and programs that are well-matched. In addition to the core courses, students in grades K - 5 receive instruction in art, music, and Japanese language and culture. Middle school students also participate in culture courses of Spanish, ʻIke Hawaiʻi, or Japanese. Middle school students are also provided opportunities to expand learning with elective options such as cooking, theatre staging, art, yearbook, and digital media. Students have access to place-based activities because of the rural location of the school and its close proximity to Kilauea volcano and the beach. The school location also provides opportunities to study native plants.

Students with special needs are provided with 504 plans or Individualized Education Plans that support their mastery of the core curriculum. Special education teachers often work alongside the regular education teacher to provide a smooth inclusion program.

The self study indicates that students who are excelling in one or more subject areas are provided advanced work (i.e. a student in 6th grade is taking pre-algebra), middle school students indicated this is not always the case. One elementary student also indicted that more advanced work would be appreciated.

In addition, Volcano School of Arts and Sciences provides a program for home-schooling families. The Kula ʻAmakihi Community-Based Education program began in 2016 - 2017. The program offers a home-schooling alternative for families that prefer this option. Curriculum is standards-based and rigorous. A variety of curriculum options are available to parents and students. Students have access to print materials and online support activities such as Khan Academy. Students complete a learning plan that reflects their goals. Students in Kula ʻAmakihi program take the same diagnostic assessments as all students at VSAS. This program has also been used for new students to the school who are awaiting a seat in the comprehensive program.

Acceptable Student Achievement: The school demonstrates acceptable student learning of the academic standards and the schoolwide learner outcomes through defined performance indicators.

VSAS provides a variety of assessments and other evaluative tools to demonstrate acceptable student progress toward mastery of the standards and progress toward attainment of the schoolwide learner outcomes. Diagnostic assessments are used to understand student knowledge levels and prepare appropriate instruction and support activities. Teachers develop formative and summative assessments for their classrooms along with the use of easy CBM Progress Monitoring probes and iReady Growth Monitoring probes, end-of-year portfolios, and the summative information from the Smarter Balanced assessment.

Assessment of the schoolwide learner outcomes uses three performance indicators: **E** (Meets with Excellence), **P** (Consistently Proficient at Grade Level), **AP** (Approaching Grade Level Proficiency), and **N** (Novice/Requires Development). These performance indicators are included on each student's report cards. However, only the main headings are addressed, i.e. Students are active, self-directed learners and critical thinkers, constructing meaning through inquiry. The sub-points are not addressed individually on the report cards.

Integration Among Disciplines: There is integration among disciplines at the school and, if applicable, integration of outsourced curriculum into the program for which curricular integrity, reliability and security is maintained.

While there is only one teacher per grade level and one teacher per subject area at the middle school, there is the opportunity for vertical articulation and integration among the disciplines. This is done to some extent at the school. However, the isolated location of the school, and the number of high schools to which students can move, articulation with ninth grade programs is not feasible at this time. Teachers at both sites are encouraged to create and integrate multi-disciplinary lessons into their programs. While VSAS does not use outsourced curriculum, guest instructors are invited to the school. As an example, the school has invited Big Island Dance to provide hip-hop movement classes for grades K-5. The school has been awarded Artists-in-the-School grants providing 5 - 10 classes of fine arts instruction for grades 3 - 8.

Curricular Review, Revision, and Evaluation: The school assesses its curriculum review, evaluation, and review processes for each program area, including graduation requirements, credits, grading policies, and homework policy regarding the impact of these processes on providing a challenging, coherent, and relevant curriculum for all students.

VSAS uses an established protocol to assess the curriculum review, evaluation, and review processes for each program area. Collective student data is used as a basis for the review process. As curricular gaps are identified, modifications are made to the curriculum to guarantee student needs are met. The Response to Intervention program is one avenue used to identify and fill gaps in student learning.

A grading policy is included in the staff handbook and clearly defines the basis on which grades are based. Grades at all levels K-8 are: **E** (Meets with Excellence), **P** (Consistently Proficient at Grade Level), **AP** (Approaching Grade Level Proficiency), and **N** (Novice/Requires Development). Some middle school students indicated a concern about matriculating to high school and letter grades. The homework policy is also specifically explained allowing teachers to use their individual discretion in determining homework. Most students indicate that they have homework in at least one subject each night, except Friday. Most homework at the elementary level seemed to be in math. A separate grading scale for determining the level of attainment of the student learner outcomes is being used.

Collaborative Work: The administrators and teachers use various collaborative strategies to examine curriculum design and student work in order to refine lessons, units, and/or courses.

Teachers collaborate with administration on curriculum during pre-evaluation conferences allowing teachers the option to modify the evaluation lesson to provide the most effective instruction. Teacher also collaborate on curriculum and student learning in pod meetings. However, the school has indicated that often pod meetings are less than productive. There are no set protocols in place and details of discussions and decisions made in pod meetings are not written into minutes. Co-teachers, teachers and their Educational Assistants collaborate regularly to modify lessons to meet student needs.

Policies — Rigorous, Relevant, Coherent Curriculum: The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, use of technology, etc.

VSAS uses the continuous school improvement protocol annually to review and evaluate data to identify areas of strength and develop a plan to address areas of challenge. The school improvement process is part of the school culture. The Leadership Team and entire staff review the programs, procedures, and protocols each year. The schoolwide action plan is the primary document that moves the school in the direction the data indicates and the staff supports.

Articulation and Follow-up Studies: The school conducts student follow-up studies that provide insight to the effectiveness of the instruction to prepare students for pursuing further education, entering the workforce, or meeting their personal goals.

VSAS has, at times, conducted 8th grade exit interviews. However, this practice has not always been consistent. The school has indicated the need to improve tracking of 8th grade graduates to better understand how the current program prepares them for high school and post-secondary life. Students, parents, and teachers are surveyed to determine their perceptions on the rigor and effectiveness of instruction and curriculum.

B2. How Students Learn Criterion

To what extent does the professional staff use research-based knowledge about teaching and learning?

To what extent does the professional staff design and implement a variety of learning experiences that actively engage students at a high level of learning consistent with the school's purpose and schoolwide learner outcomes?

Online Programs: iNACOL Standard H: Equity and Access: A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

Online Programs: iNACOL Standard K: Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Research-based Knowledge: The administrators and teachers use a variety of approaches to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning. All students regardless of background and ability are actively involved in the learning that is based on the schoolwide learner outcomes and academic standards.

Teachers and administration use a variety of research to modify programs and instructional strategies. Because of the remote location of the school, much of the professional development which presents current research is done at the school. Professional development trainers are brought to the school. Teachers do have the option to attend off-campus training; they then return and share what they have learned with the rest of the staff. Teachers have researched programs like Response to Intervention (RtI), iReady, modeling, scaffolding, differentiation, and spiral review.

Planning Processes: The planning processes, including the use of formative assessment results, focus on the engagement of all student activity at a high level of learning consistent with the curricular standards and schoolwide learner outcomes.

Planning processes at VSAS focus on student engagement and student learning. The school is data driven and data is gathered through formative assessments, observation of student needs, progress on achievement of academic standards and the student learner outcomes, and alignment of the curriculum with the student learner outcomes. Results of this data become the driving force of the planning process.

The school identified specific items in several areas: student needs: IEPs, 504s, BSPs, learning styles, individual student interests; formative assessment results: gaps in student knowledge, need for reteaching; progress on academic standards: curriculum maps, scope and sequence; student learner outcomes: effective communicators, self-directed learners, integration of arts and sciences; school's mission and vision: place-based instruction, creative problem-solving, multicultural integration, social responsibility; and best practices: differentiation, scaffolding, use of rubrics, computers-assisted instruction, use of small and large groups, and student discussion.

Professional Collaboration: Administrators and teachers use various collaborative strategies to examine

curricular design and student work to improve learning and teaching, including demonstrating critical thinking, problem solving, knowledge and application. This would include examples of the selection of the instructional approaches based on the learning purpose(s) desired.

Teachers collaborate both formally, in pod, staff, and committee meetings, and informally in casual discussions. Teachers also participate in teacher work days and early release days. The four teachers at the middle school have common planning time. Teachers also have the opportunity to meet individually with administration. The primary collaboration protocol used at the school is Faculty Critical Friends Groups.

Teachers have spent time unpacking the Common Core State Standards. This process remains ongoing. The first standard unpacked was reading anchor standard # 1. The school has identified a Response to Intervention team with the goal to strengthen RtI practices. This team meets regularly to review progress in implementation. Currently, there is no protocol exists to guide an RtI data team process.

New math curriculum was selected based on extensive collaboration on the effectiveness of the previous program. Teachers were able to examine and review different math curricula before making a final decision.

Pod teams are still struggling to design and implement a formal collaboration process that includes a formal agenda and keeping of meeting minutes.

Professional Development: The school uses ongoing professional development to enhance the curriculum and improve learning and teaching.

Professional development is primarily provided on campus at VSAS. Staff training includes Common Core State Standards, project-based learning, new math curriculum, RtI, and special education law, procedures, and best practices. In addition, professional development has focused on positive discipline, growth mindset, and responsive classroom. These trainings have also resulted in improved staff collaboration, staff and student relationships, and improved teaching and learning.

Challenging and Varied Instructional Strategies: The teachers strengthen student understanding and achievement of the learning outcomes through the use of a variety of instructional strategies that are selected on the basis of the learning purpose(s) and effectively engage students at a high level of learning.

Students are actively engaged in their learning. Teachers use a variety of instructional strategies to present lessons. Students use laptops and tablets to review material, take formative assessments, and conduct research for reports. Teachers provide opportunities for students to work independently and in groups. Teachers observed each other and wrote up learning snapshots of what they observed. These snapshots indicated that most students were actively engaged in learning. This was collaborated by the Visiting Committee during classroom observations. However, it was noted that there was some misalignment between instructional strategies and student learner outcomes.

Technological Integration: Teachers systematically integrate technology within the school so that all students develop a wide range of technological skills.

VSAS reports that it has enough technology to meet students' instructional needs. This includes a computer lab, classroom computers, reliable high-speed internet, a set of laptops, iPads and tablets, LED projectors, Elmo document projectors, digital cameras, digital microscopes in one class, and one Apple TV. There is also one IT staff member to support the technology. Students use technology for research, instructional support, online assessments (formative and summative), and diagnostic assessments. They use Google Docs to compile data. Middle school students use Google Apps for Education.

Evidence of Results based upon Challenging Learning Experiences: Students working and their work demonstrate critical and creative thinking, problem solving, knowledge attainment, and application skills.

Critical and creative thinking activities are integrated into instructional activities throughout the school. Science students at the middle school worked in groups to create 'Rube Goldberg' small machine projects. These projects were then shared with the students from the K-5 classrooms. Modifications were made to some of these projects as they were being observed. Middle school students were able to explain the nature of their machines to the elementary students.

Elementary students create Treasure Books. These are usually a creative story based on characters that are identified in the assignment. First grade students work in groups to determine if math statements are true or false. Second grade students are given the first step in a multi-step process and are expected to recall and implement the remaining steps. Third grade students create Haiku journals. Fourth grade students participate in "Pirate's Day" code-breaking, puzzle solving, backwards mapping, and teamwork. Fifth grade students have the option to make 3-D models or online slideshows as end-of-unit projects.

Student Perceptions: Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

When asked "What do you like best about Volcano School?" students report: small class sizes, 1:1 support, teachers who care, and opportunities to learn off-campus with meaningful, hands-on activities.

When asked, "What would you like to change about Volcano School?" students report: greater enrichment when more challenge is warranted, more physical education activities built into the day, more elective options, and less teaching from a book curriculum.

Survey results and interviews indicate the middle school students are more ambivalent about their educational experience. However, when asked why they do not attend another school, they unanimously agreed they didn't want to leave VSAS. In fact, they voiced the desire for a high school program at VSAS, also.

Student Needs: Teachers address student needs through the instructional approaches used.

Students at VSAS are exposed to a variety of instructional strategies and methodologies to ensure all students are learning. Teachers will often combine strategies during one lesson

when deemed necessary for student success. When a check for understanding indicates the need, reteaching will occur.

Examples of the variety of instructional approaches include, but are not limited to, cooperative learning, authentic tasks and projects, teaching skills in context, integration of visual and performing arts, integration of technology, Multi-Sensory Structured Language, and flexible seating.

Student Use of Resources: Students use resources for learning beyond the limits of the textbook such as effective use of collaborative activities, technology, library/media resources and community resources.

Students frequently engage in collaborative activities and take advantage of community resources. The school actively takes advantage of its unique location in Volcano, Hawai`i by extending learning opportunities in the rainforest, beaches, and Hawai`i Volcanoes National Park. In addition, guest speakers and guest instructors enrich the curriculum and bring community resources into the school.

Access to technology and library/media resources is an area of growth for the school. As more funding is secured in future years, the school hopes to build in both of these areas. Currently there is no central library at the school. However, teachers have small libraries in their classrooms.

B3.   How Assessment Is Used Criterion

To what extent is teacher and student use of assessment frequent and integrated into the teaching/learning process?

To what extent are the assessment results the basis for measurement of each student's progress toward the schoolwide learner outcomes and academic standards?

To what extent are the assessment results the basis for regular evaluation, modification, and improvement of curriculum and instructional approaches?

To what extent are the assessment results the basis for the allocation of resources?

Online Programs: iNACOL Standard L: Assessment of Student Performance: A quality online learning program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

Online Programs: iNACOL Standard R: Program Evaluation: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that effect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Appropriate Assessment Strategies: The teachers regularly use appropriate assessment strategies to measure student progress toward acquiring understanding of a specific body of knowledge or skills, such

as critical thinking and communication skills; examples of assessment strategies include essays, portfolios, individual or group projects, tests, etc.

Assessments protocols include diagnostic assessments, formative assessments, and summative assessments. Teachers use teacher-created assessments along with standardized assessments. The NWEA MAP screener, iReady, and Developmental Reading Assessment are used to determine the extent of student knowledge for math, reading, and language.

Formative assessments occur daily and can be as simple as teacher observation of students working, questioning, and short quizzes. Use of the Smarter Balanced practice tests prepares students for the format and testing protocols for this standardized test. While the Smarter Balanced assessment is one form of summative assessment, teachers rely on their own end-of-unit exams and end-of-year projects to accurately determine student mastery of standards and achievement of the student learner outcomes.

Basis for Determination of Performance Levels: The school staff has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

Grades at all levels K-8 reported using the following identifiers: **E** (Meets with Excellence), **P** (Consistently Proficient at Grade Level), **AP** (Approaching Grade Level Proficiency), and **N** (Novice/Requires Development). These are used for all grades K - 8. Middle school students did express a concern about transitioning to high school and receiving letter grades. In addition, two additional symbols are used to identify student progress: / - indicates not applicable (standard/benchmark not yet introduced or assessed) and +, which indicates growth within a level (student is making progress towards the next level).

Staff and administration have agreed upon these student achievement reporting identifiers. Two of the student learner outcomes are assessed quarterly; these are community contributor and self-directed learner. Mastery of all student learner outcomes is assessed at the end of the year. Students keep their work to create an end-of-year portfolio.

Demonstration of Student Achievement: A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes, including those with special needs.

Students at the Volcano School of Arts and Sciences produce numerous projects and assignments used to determine mastery of the standards and accomplishment of the student learner outcomes. These include, but are not limited to, NWEA MAP test scores (given three times a year), primary math workbooks, student work, science fair projects, and fiction/non-fiction book reports. Students with special needs are fully included in regular education classrooms; however, all IEP requirements are met, including special assessment protocols.

Correlation: The teachers correlate assessment to schoolwide learner outcomes, academic standards, course competencies and instructional approaches used.

Assessments are directly correlated with academic standards and schoolwide learner outcomes. Teacher-generated assessments are based on the standards being taught. Assessment of mastery of the standards is broken down by skills in English/Language Arts and

math. Students take computer-based assessments and receive instruction on taking the Smarter Balanced assessment by completing online practice tests. In addition, students self-assess their progress on the student learner outcomes twice a year.

A section of the student report card is dedicated to assessment of how students are achieving the student learner outcomes. One form of instruction in the student learner outcomes involves Social-Emotional Learning (SEL). This is done in the K-5 classrooms using "Peaceful Class" sessions. The middle school uses the Second Step program.

Modification/Decisions based on Assessment Data: Assessment data is collected and analyzed and used to make changes and decisions about curriculum, instruction, professional development activities, and resource allocation. Teachers modify and revise the curriculum and instruction as a result of student assessment, both collectively and individually.

Curriculum modifications are made based on collected assessment data. Data collected includes I-Ready, NWEA MAP screener, Smarter Balanced test scores, end-of-unit test scores, RtI weekly monitoring probes, teacher-generated quizzes and tests, and RAZ kids progress monitoring. Teachers analyze data individually, in grade-level pods, teams, or as a whole school. In one of these groups, teachers discuss how to provide individualized learning, tutoring, scaffolded instruction, enrichment opportunities, and possible changes in instructional styles.

Student Feedback: Student feedback is an important part of monitoring student progress over time based on the schoolwide learner outcomes and the curricular objectives.

Teachers monitor student progress over time and incorporate student feedback to determine whether course objectives have been met. Frequent student feedback allows teachers to assess instruction.

During the visit, some inconsistencies were found among the student body regarding student-led conferences and student goal-setting procedures. Some students reported they did not remember making goals, and others reported that they did not attend their conference. This was primarily at the middle school.

Teacher Monitoring: Teachers monitor student progress over time and use student feedback as appropriate to determine whether course objectives and standards have been met.

Teachers use several tools to monitor student progress over time such as i-Ready, NWEA MAP tests in math, reading, and language given three times a year. Teachers use gradebooks to document curriculum progress. Many teachers welcome formal and inform student feedback through student surveys, test results, "temperature checks," and daily student work. Teachers have autonomy is adjusting curriculum as need to fit the needs of their students.

Areas of Strength for Curriculum, Instruction, and Assessment (if any) that need to be addressed to ensure quality education for all students:

- VSAS is a full inclusion school allowing full and equal access to all curricula and programs.
- Student learning goes beyond the textbook into the rich environment of Volcano.
- Integration among disciplines during primary instruction.

- Assessment data is collected and analyzed and used in decisions related to student learning.
- Teachers (and all staff) genuinely care about all students and are passionate about each student's success.
- Taking advantage of the location of the school with place-based learning activities.

Key Issues for Curriculum, Instruction, and Assessment (if any) that need to be addressed to ensure quality education for all students:

- Continue the development of the Hawai`i-focused program to enhance the relationship between the academic program and the rich Hawaiian culture.
- Continue to research, select, and implement rigorous curriculum that addresses gaps in student learning.
- Develop strategies to meet the needs of students at all levels of learning (including gifted and challenged students)
- Develop a consistent, uniform grading policy that is understood by all stakeholders and honestly reflects student progress.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Self study
- Meetings with teachers
- Observations of classrooms
- Meeting with students
- Meeting with parents
- Meeting with teaching Pods
- Review of report card format

C.   SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

C1.   Student Connectedness Criterion

To what extent are students connected to a system of support services, activities, and opportunities at the school and within the community that meet the challenges of the curricular/co-curricular program in order to achieve the schoolwide learner outcomes?

Online Programs: iNACOL Standard N: Organizational Support: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

Online Programs: iNACOL Standard O: Guidance Services: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

Online Programs: iNACOL Standard P: Organizational Support: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Adequate Personalized Support: The school has available adequate services, including referral services, to support all students in such areas as health, career and personal counseling, and academic assistance.

VSAS provides personalized support for students in numerous ways. The staff includes the Principal, Assistant Director who also serves as Student Services Coordinator, 1.7 FTE counselors, 2.5 special education assistants, 3.7 general education assistants, and 1 para-professional tutor. District personnel are also available for consultation and services for speech and language, hard of hearing, occupational therapy, physical therapy, psychological, social work, and autism services. However, it is important to note, due to the rural location of VSAS, students with extenuating needs may not have immediate direct access to a specialist. Specialists are periodically flown in from O'ahu and service the entire district.

VSAS has initiated an integrated SEL program. VSAS's Four Pillars are Mindfulness, Peace, Wellness, and Social Justice. Using resources from a grant, the school intends to increase student leadership and ownership in learning, create a positive school climate, and provide teachers and staff professional development reaffirming the school's commitment to social and emotional learning goals.

Academic support is offered for all students as needed. Schoolwide assessments include NWEA MAP, DRA, i-Ready, and Key Math. The school allows for additional support through flexible grouping, scaffolded and differentiated instruction, and targeted RTI instruction groups.

In every classroom, there is an educational assistant or co-teacher.

For students experiencing academic or behavioral difficulties in class, the faculty organizes a student support team meeting. Once a behavior or academic plan is in place, all staff involved review the intended plan and necessary accommodations. Moving forward, the team revises the plan as necessary. After-school tutoring and homework assistance is available daily (and free of charge for students) in grades 4 through 8. Younger students can receive support through the A+ Program.

Counseling:
Students receive counseling to address emotional, behavioral, family, and peer issues on an as needed basis. The counselor is a licensed, masters-level social worker trained in diagnostic assessment as well as variety of treatment interventions. The counselor also assists with referrals to community services as needed. Additionally, parent support and education is available.

Behavioral/Mindfulness:
At the classroom level, weekly social-emotional "Peaceful Class" lessons are delivered to all K-5 students and the Second Step social emotional curriculum is being used in grades 6-8. In 2017, VSAS received a Pillars of Peace grant from the Hawaiʻi Community Foundation to implement a more comprehensive program and organize student support team meetings. It was reported that middle school teachers have had mixed reception to incorporating SEL (social emotional learning) into existing curriculum, but with time, as teachers see more and more positive outcomes from the program, the willingness to implement SEL is increasing.

Community Based Education program - Kula ʻAmakihi:
For families who choose to homeschool their children, VSAS offers the Kula ʻAmakihi Community-Based Education program. Students in this program are guided by a teacher licensed in elementary and secondary ELA and math and may also collaborate with a parent or learning coach. Curriculum is individualized and developed with VSAS's mission and vision and incorporates Common Core standards.

Health:
Students in grades 5-8 receive annual presentations on the changes of puberty from a health educator from Bay Clinic. Students in grades 7-8 receive additional information on STD and pregnancy prevention. The VSAS school counselor has also been trained in the Pono Choices Hawaiian culture based sex education curriculum. The counselor also provides all students with rules regarding private body parts and, at the middle school level, information on what consitutes sexual harrasments.

VSAS is located next to Hawaii Volcanoes National Park, which increases the local population's exposure to vog which can, at times, pose serious health risks especially for people with respiratory health issues. The Department of Health and Department of Education assists schools by developing protocols for heavy vog days such as indoor recess, sheltering in place, and evacuation. When there are concerns regarding vog safety, the school takes necessary precautions to ensure student health including keeping students indoors, monitoring students with respiratory issues, and even closing school on extremely voggy days. VSAS has clearly

marked signs throughout both campuses stating the day's vog level. During one classroom observation, the school secretary interrupted a class to report an increase in vog level and the teacher reiterated necessary precautions for the increased "yellow" measure which included drinking lots of water, avoiding overexertion, and staying inside when possible.

Students were involved in a longitudinal Vog Study by Dr. Lynn Tam from the John Burns School of Medicine. Students and families were provided information about allergens and the impact of vog, pollutants, and pesticides on respiratory health.

All VSAS students are provided a free, nutritious breakfast and lunch. The school student and parent handbook promotes healthy snacks, encourages limitations on food and beverages with high sugar contents, and provides recess twice daily for all students. VSAS participates in the USDA Fresh Fruits and Vegetables program which provides fresh fruit and vegetables snacks and education on healthful eating. There is also an annual flu-clinic and vision check as well as annual Walkfest fundraiser that incorporates lessons on nutrition and exercise.

Other:
For children whose parents work, there is a low cost (and need-based scholarship) daily after-school program as well as quarterly Afterschool Enrichment classes.

School Support Systems: The school coordinates a system of support services that provides for maximum effectiveness, including the processes for intervention and referral.

Support services may be initiated by teachers, staff members, parents, students, or district personnel. Teachers state administration is open and supportive, which encourages teachers to report any issues in a timely manner. When a concern does arise, teachers, the Assistant Director, Principal, counselor, and support staff (as needed) discuss the concern and next steps. A Student Focus Team (SFT) meeting is held within 15 days if there is concern regarding a possible disability; this team includes the teacher, parent, Assistant Director, Principal, other support staff, and district specialized staff as needed. Students are in grades 4 and higher are encouraged to participate as well. At the SFT meeting, the team determines if further evaluation for special education services is needed and/or the team identifies what data or additional interventions are needed such as a behavior support plan. Procedures for special education referrals, evaluations, and IEP revisions are clearly defined and well-implemented at VSAS.

Once an IEP is in place, caseloads for special education teachers are assigned by grade-level clusters to better monitor IEP implementation. All classrooms have an educational assistant or special education teacher who can assist with implementation, provide differentiated curriculum, and target specific interventions. Though counselors and special education case managers have a significant workload, there appears to be an outstanding work ethic among the team with a sincere interest in helping students. In order to more through the necessary documentation and follow up, many faculty are willing to stay late to finish work, reach out to parents, and help students. Care for students among VSAS is extremely evident.

In 2015-16, VSAS provided training on response-to-intervention (RtI) systems, components, and strategies. Teachers collaborated within pods to develop a system for reading RtI across grade levels. Then an RtI Implementation team was formed with representatives from each grade level and administrators. The team reports progress and addresses any issues. Each pod

implements a Reading RtI block in which one period is set aside four days a week, and students are assigned to a group led by a teacher or support staff member. VSAS has adopted a phased strategy for implementing Rti: structures, screening, interventions, data collection through process monitoring, and intervention tracking. Depending on the grade level, different models of RtI implementation have occurred. Additional training for teachers and staff is scheduled for Spring 2017 and the 2017-18 school year. Faculty acknowledge the need for assessing and documenting student progress, through some teachers express concerns with using the RtI platform specifically whether the program is age-appropriate, culturally sensitive to the student population, and the downside of losing out on four periods of instruction time to implement the program. The RtI Implementation team plans to analyze data at the end of the school year to further determine strengths and challenges.

Strategies Used for Student Growth/Development: Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options, which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

Many strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options. VSAS has a 1:9 adult-to-student ratio which allows for greater differentiation in the classroom, personalized approaches to learning, and alternative instructional options. Teachers regularly offer lessons and activities where students can demonstrate learning in a variety of ways such as through writing, drawing, or oral presentation to name a few. Teachers have the opportunity to individualize reading assignments, exercises, and homework, as well as adjust the length or format of assignments. Additional classroom support is available as needed.

Student progress is assessed across the curriculum throughout the year via numerous modes: state tests, schoolwide assessments such as ELA and Math (NWEA Map screeners three times per year, DRA two time per year), i-Ready diagnostic, Key Math diagnostic, and classroom assessments.

Participants enrolled in the Kula ʻAmakihi CBE program receive an individualized program.

Students who have an IEP receive personalized instruction in a full inclusion setting with the exception of a few pull-outs when needed. Classroom teachers are responsible for implementing the IEP with the direction and support of special education teachers and education assistants (EAs), counselors, and district staff.

Functional Behavior Assessments (FBA) and Behavior Support Plans (BSP) are developed for students who have academic or behavioral challenges identified by the SFT team including the teacher, EA, counselor, administrators, parents, and often the students. Plans are reviewed for effectiveness and shared with all staff who work with the student.

The RtI program uses date to determine individual student needs, adjust instruction, and design and deliver targeted interventions. The Response to Intervention pod team meets every five weeks to review intervention assignments and goals.

VSAS uses Light's Retention Scale to asses students and guide discussions regarding possible retentions. There is lack of agreement among staff regarding grade level retention. A review of the Light Scale and recent research is planned for Spring 2017.

VSAS expresses an interest in developing more differentiation for students who would benefit from additional challenges. Teachers, administration, and most importantly, students reiterated this desire during the visit. There is a need to develop more rigorous learning opportunities for students who could benefit from greater challenge.

Support Services and Learning: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students.

Student-led-goal setting and progress conferences encourage students to actively participate in their own learning. However, when speaking with middle school students, there was some confusion on when and how these goals were made. Some students mentioned starting goals and never following up. Many reported not attending their conference reporting it was optional.

Classrooms apply real-world meaning and application by exploring real-life problems, learning trips, guest speakers, and curriculum that emphasizes hands-on, experiential activities. When middle school students were asked what they like best about VSAS, many students mentioned the opportunity to "get out of the classroom" particularly in science class where students perform labs at the beach and collect data for University of Hawai`i. Another popular hands-on activity was the opportunity to dissect a pig and create an "imu" (Hawaiian underground oven).

Students who are underperforming academically are identified through the RtI process, and then pod teachers determine interventions to use with these students and monitor progress. Educational assistants are available to provide small group and individual attention to students in need of extra help or remediation. District personnel further assist students with specific needs with life skills they can use both in the classroom and at home.

Students frequently collaborate with peers and present their learning to peers and parents. Family 'Ohana night, Astro Night, and Math Night encourage students to engage in learning activities with their families.

Co-Curricular Activities: School leadership and staff link curricular and co-curricular activities to the academic standards and schoolwide learner outcomes.

Curricular and co-curricular activities are linked to academic standards and schoolwide outcomes. Standards include Common Core State Standards for English Language Arts and Math, Next Generation Science Standards, Hawai`i Content and Performance Standards III for Social Studies, National Curriculum Standards for Social Studies, American Council on the Teaching of Foreign Languages Standards (ACTFL), and National Core Arts Standards. Curriculum includes Primary Math, Eureka Math, Wit and Wisdom, I-Ready, and teacher created curricula. Each lesson is connected to a standard and standards mapped out across the academic year.

VSAS Expected Schoolwide Learner Results (ESLRs)

1. Every child feels respected for themselves, others, and the environment.
    a. The staff handbook, parent and student handbook, schoolwide assemblies focus on meaning of respect, school's disciplinary policy
2. Families are engaged as learning partners.
    a. Bi-weekly Info Flo and monthly classroom newsletter
    b. Parents are welcome to visit classrooms and chaperone activities
    c. Parents are notified when there are academic or behavioral concerns
    d. Parents are asked to volunteer at least four hours a year
3. Students are active, self-directed learners and critical thinkers, constructing meaning through inquiry.
    a. Buddy classes, inquiry driven, students set personal academic goals and assess progress, students lead their own parent conference twice a year.
4. Arts and sciences are integrated throughout learning
5. Students learn from and contribute to their community, culture, and environment.
    a. Guest artists through HSF Artist's in Schools program
    b. UHH grad student helped students collect and study invertebrates
    c. Local musicians at play
    d. Scientists from National Park and UH Hilo have facilitated field trips and presented lessons
    e. MS aquaponics garden supplied tomatoes and other vegetables for school lunches.
    f. Community service projects such as beach cleanups, ginger eradication, food drives, and beach data collection
    g. Digital media & yearbook students made products for the school
    h. Students in grades 3-8 assist with tray collection and cafeteria cleanup on rotating basis.

Student Involvement in Curricular/Co-Curricular Activities: The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

The school has an effective process for evaluating the level of student involvement in curricular/co-curricular activities and student use of support services. Classroom teachers regularly evaluate student involvement with the participation of the support staff, parents, the counselor, Assistant Director, and students themselves. Concerns about a student's lack of participation because of absences, behavior, inability to access curriculum, or disinterest are brought to the attention of the Principal. From there, the team reviews each case and makes adjustments to remove barriers to student learning.

Student Perceptions: The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.

A survey was conducted in 2015-16 school year to assess the extent to which students feel supported in school. Data found that majority of students in grades K-5 feel supported. In grades 6-8, students feel less supported with neutral/slightly negative responses to the same prompts. After speaking with the school counselors, they suggested several possibilities for the slightly negative responses at the middle school level including the abrupt change in administration in 2015, unexpected teacher turnover in recent years, and the middle school's move to new separate campus a few miles from the K-5 campus. These changes have caused some discontinuity with community expectations, policy, and general school climate. However, a few steps are already in place to address middle school student perception. Through a Pillars of

Peace grant, one faculty member is now available as a middle school counselor on Mondays, Wednesdays, and Fridays. While being available three days a week is not as ideal as a full time middle school counselor, the addition of a second counselor is helping to address any student concerns and/or behavior issues more promptly.

Exit interviews have been conducted with grade 8 students most years. The principal and counselor facilitate discussions in response to student feedback regarding problems they have brought to the administration's attention. Responsive Classroom meetings promotes student input for community and problem-solving. The middle school Student Court was initiated by students and developed in partnership with the principal. Students either volunteer themselves to participate in Student Court or they are selected by faculty.

C2.   Parent/Community Involvement Criterion

To what extent does the school leadership employ a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students?

Online Programs: iNACOL Standard Q: Parents/Guardians: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Regular Parent Involvement: The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the learning/teaching process for all programs. The school involves non-English speaking parents and/or online parents.

VSAS has a welcoming open-door policy regarding parents and families. Many parents and/or guardians stay for the morning Piko Wehena protocol to perform the morning oli and hear daily announcements. Parents make up one third of the seats on the governing board. Parents participate in biannual student-led conferences and receive a bi-weekly Info Flo from the school. VSAS hosts a number of family and community events that are well established and attended. Parents are asked to volunteer four hours of time to the school per year. Fundraisers, the meetings, Family Nights, and Campus Beautification days all encourage family involvement.

For non-English speaking parents, the school can provide translators among the school staff or within the community.

Use of Community Resources: The school uses community resources to support students such as professional services, business partnerships, speakers, etc.

VSAS uses community resources to support student learning. There is a significant emphasis to take advantage VSAS's unique location next to Hawai`i Volcanoes National Park and within the breathtaking rainforest of Volcano village. Students often take excursions to learn outside the four walls of a classroom. Many VSAS students seem to thrive given the opportunity to learn outside and to apply real-world skills within their unique environment. For professional opportunities, the school takes advantage of many community resources.

The cafeteria participates in Farm-to-School partnership, providing fresh local food for school lunches. Eighty-five percent of the cafeteria lunches are locally sourced.

Parents/Community and Student Achievement: The school ensures that the parents and school community understand student achievement of the expected schoolwide learning results (schoolwide learner outcomes) through the school's program.

The school ensures that the parents and school community understand student achievement of the expected schoolwide learning results (schoolwide learner outcomes) through the school's program. When speaking with parents, many expressed a sincere appreciation for VSAS's small class sizes, dedicated staff, and hands-on learning.

Parents receive the student handbook at the beginning of the year. Articles in the biweekly Info Flo and monthly Volcano Community News including messages from the Principal often highlight student achievement. Semester progress reports and mid-semester progress updates incorporate academic standards and ESLRs. Student led goal setting conferences inform parents of student's strengths and needs. 'Ohana Night and other Family Nights build community as well has reiterate academic expectations. Teachers write parent newsletters with specific expectations for their grade level class.

Areas of Strength for Support for Student Personal and Academic Growth (if any) that need to be addressed to ensure quality education for all students:

- Due to its small size and intimate setting, VSAS is highly engaged with their student population.
- Students and faculty are known on a first-name basis and most students express a sincere interest in attending school.
- Teachers clearly exhibit a passion for teaching and are invested in the success of their students. Care for all students among VSAS is extremely evident.
- In an effort to bridge the gap between decreased classroom funding in recent years, teachers have done an admirable job independently securing grant funding to enhance classroom learning.
- Faculty, staff, students, and parent value a sense of "'ohana" within the school community.
- When asked "What do you like best about Volcano School?" students report: small class sizes, 1:1 support, teachers who care, and opportunities to learn outside the four walls of the classroom.
- The school reports a 1:9 adult:student ratio in the classroom which facilitates easier development of personalized approaches to learning and alternative instructional options.
- Students are seen as independent thinkers and learners. Teachers have the autonomy and the willingness to adapt lessons to suit each student's needs.
- Special education teachers (one teacher for grades 1-5, one teacher for grades 6-8) work closely with classroom teachers to review, modify, adjust, and implement educational plans.
- Faculty value "comprehensive clarity" and organization from administrative leadership.

- The growth mindset at VSAS is encouraged and exemplified by staff, faculty, administration, and students.
- Support services can be initiated by teachers, staff members, parents, students, and/or district personnel.

Key Issues for Support for Student Personal and Academic Growth (if any) that need to be addressed to ensure quality education for all students:

- Requests for greater funding and more versatile facilities were repeated over and over again at all levels by staff, students, and families.
- Despite high levels of student support, VSAS reports that many students continue to fall below grade level standards in math, ELA, and science.
- The school acknowledges that there continues to be a need for more timely and effective intervention given the complexities of their student population which includes a wide range of learning styles, ethnicities, school-readiness, and socio-economic status.
- Teachers report a continued need in providing intensive, individualized, and specialized teaching strategies, including differentiation for both struggling learners and students who would benefit from greater challenge.
- Since there is no pre-kindergarten in Volcano, implementing a VSAS pre-kindergarten program would increase school readiness at the kindergarten level and provide a much-needed program in the area.
- The school states it is a "Hawaiian Focused Public Charter School" and would benefit from greater representation of Native Hawaiian teachers on faculty as well as continued professional development to promote a deeper understanding of Hawaiian culture, values, and knowledge.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

Important evidence about student learning from the self-study and the visit include:
- Interviews with faculty, staff, administration, students, and parents
- Three learning expectations - respect for self, respect for others, respect for the environment
- Services referrals
- IEP/504 plans
- Communication logs with families, students, and service providers/agencies
- Special Education services
- Referral procedures
- VSAS Four Pillars SEL Program
- Student Court records
- School-wide assessments
- Classroom assessments
- Progress reports
- SFT meetings record
- Healthy Food Program participation

- Wellness Policy
- Afterschool Enrichment Program and other after school activities
- Ethnicities of full-time teachers does not reflect diversity of the student population (37% of the student population is Caucasian, 86% of full time teachers are Caucasian)

D. RESOURCE MANAGEMENT AND DEVELOPMENT

D1. Resources Criterion

To what extent are the resources available to the school sufficient to sustain the school program and effectively used to carry out the school's purpose and student achievement of the schoolwide learner outcomes?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Allocation Decisions: There is a relationship between the decisions about resource allocations, the school's vision, mission and student achievement of the schoolwide learner outcomes and the academic standards. The school leadership and staff are involved in the resource allocation decisions.

School leadership and staff are jointly responsible for resource allocation at VASA. Inclusive participation is valued by all staff at the school. Resource allocations are discussed at staff meetings. Additionally, fiscal issues are discussed at pod meetings (grade level groups), and Leadership Team meetings. In addition, budgetary information is shared in weekly updates to staff.

The vision, mission, and schoolwide learner outcome drive decisions concerning fiscal resources. Approximately 70% of the school's operating budget is allocated for instructional services, including instructional leadership. Resource allocations that support the school's vision, mission, and ESLRs are the first budget consideration. The six-year Financial Plan was developed and written with the primary goal of realizing the school's mission and vision and supporting the academic achievement of all students.

Practices: The school develops an annual budget, has an annual audit, and at all times conducts quality business and accounting practices, including protections against mishandling of institutional funds.

The school reviews and revises the budget annually. The principal works collaboratively with the business manager and the treasurer of the governing board to develop the annual operational budget. Teachers maintain control over their individual classroom budget allocations. Program managers and coordinators develop individual budgets for their respective programs. This includes the Meal Program, Afterschool Enrichment Program, and WAVOC (Japanese exchange program). Coordinators of fund raising events are expected to submit an accounting of funds generated and funds expended to the office following the event.

An Accounting and Internal Controls Policy in place address the need for internal controls at all levels of the organization. The school follows standard accounting procedures as advised by the governing board treasurer, who is a Certified Public Accountant. An audit is performed annually by an outside auditing firm. Audits of the Meal Program are performed annually by the Hawai`i Child Nutrition Program.

Facilities: The school's facilities are adequate, safe, functional, and well-maintained and support the

school's mission, desired learning goals, and educational program.

Volcano School of Arts and Sciences is housed on two campuses about a mile apart. The main campus houses grades K - 5, elementary co-curricular classes such as art, music, `Ike Hawai`i and Japanese. There are two recess fields, one which floods during heavy rain, and one that has some lava rock and is uneven. This campus includes four quonset buildings, one wood-frame classroom building, three tents, and one greenhouse building. The middle school campus serves grades 6 - 8 in a historic four-room schoolhouse building.

Facilities at the school are clean, functional, and maintained adequately enough to guarantee the health and safety of the students. However, this is an area of concern to the entire staff of the school. In spite of the limitations of the buildings, teachers have created cheerful and engaging learning environments for their students. Because of small class size, the smaller classrooms are workable. However, adequately meeting the needs of the hands-on experiential program is impacted. Ample space is needed for technology, visual arts, and performing arts.

The governing board's facilities committee works to resolve issues related to the buildings as quickly as possible. Staff, parents, and community members come together for school-wide Beautification Days to work on correcting issues such as painting buildings, filling potholes, creating parking areas and walk ways, and eradicating non-native plant species.

Because of the proximity of the school to Hawai`i Volcanoes National Park, Hawai`i Volcanoes Observatory, and the Volcano Art Center, students have access to experiences which support the school's mission, vision, and schoolwide learner outcomes.

Plans are currently underway to build the 3.15-acre Keakealani site. This will house 16 classrooms including arts and culture classrooms, two STEAM labs, indoor and outdoor breakout space, garden areas, a multipurpose center large enough for school assemblies and community events, a commercial kitchen, and an administrative office. State grant funds have been secured for the planning, site preparation, and construction of the commercial kitchen. An application has been submitted to the legislature for the remaining funds necessary to complete the pre-K - 4th grade buildings.

Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

VSAS has a policy and procedure for the procurement and maintenance of instructional materials, equipment, and supplies. All purchases must be approved by the principal and must be in the interest of VSAS. Considerations for purchases include, but are not necessarily limited to, price, quality, availability, timelines, reputation of supplier, and prior dealings with the supplier. Federal procurement guidelines are used for applicable purchases. Any purchase order totalling over $ 100 requires prior approval of the principal. Purchases for the National Student Lunch Program (NSLP) must follow federal guidelines. Purchases over $ 5000 require a minimum of three bids, and purchases over $ 20,000 must follow a selection process with the awarding of the contract to the bidder that provides the best value to the school. Reimbursements for purchases must be approved by the principal or be under $ 100 and within the school's budget. All major expenditures for curriculum materials such as textbooks are taken from the operational budget. These purchases are approved by the principal.

Teachers have annual budget of $ 450 to use for supplies in their classrooms. Co-curricular teachers (Arts & Culture, for example) receive $ 225. Teachers can also write a mini-grant for up to $ 500. These grants are reviewed and approved or denied by a committee of five. Teachers may also apply for mini-grants of up to $ 500. The grant applications are reviewed by a Mini Grant Panel composed of several staff members and decisions are made by consensus.

Purchases for technology and related peripherals are paid through the school's operational budget. Recommendations for purchases are made by the IT Coordinator. The principal makes the final decisions for these purchases.

Well-Qualified Staff: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college/career.

While current DOE funds alone are not sufficient, the school allocates funds, obtains other supports, and makes maximum use of community resources to hire, nurture, mentor, and maintain a highly-qualified staff. VSAS uses Title I, Title II, per-pupil funds, and grant monies to provide ongoing professional development. The school frequently seeks to partner with other schools to reduce the cost for professional development and training activities. VSAS teachers regularly attend complex area professional development communities opportunities. These may focus on special education, leadership, or food services.

One challenging factor that impacts both hiring and ongoing professional development opportunities is the remote location of the school. While many staff live in or near the Volcano, several teachers drive from as far as Pahoa and Hilo to work at the school. Because of this rural location, VSAS prefers on-site professional development to sending teachers long distances.

VSAS is a member of the Hawai`i Employment Council. This organization supports the school with human resources, labor relations, and training for Human Resources staff and administrators.

D2. Resource Planning Criterion

To what extent do the governing authority and the school execute responsible resource planning for the future?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Long-Range Resource Plan: The school has developed and implemented a long-range resource plan. The school has a process for regular examination of this plan to ensure the continual availability of appropriate resources that support the school's vision, mission and student learning of schoolwide learner outcomes and academic standards.

The school has developed a single, comprehensive, long-range, strategic schoolwide plan. This plan meets the needs of the action plan to allocate resources, both human and fiscal. The school's plan is comprehensive and covers all aspects of the school - academic, operational, and fiscal. Data used in the development of each goal of the long-range plan are contained in

the document. Goals are directly related to each of the Expected Schoolwide Learner Outcomes and identify specific strategies needed to attain each goal. These strategies also reflect the school's mission and vision. A process is in place to review and revise the long-range plan on a regular basis.

Use of Research and Information: The school uses research and information to form the master resource plan.

Research data used to form and support the long-range master plan is presented with each identified goal. A descriptive analysis of demographic data, perception data, student learning data, and process data was used in the development of the master plan. Additionally, research was used to guide the individual strategies and specific actions required to achieve the goals in the plan.

Involvement of Stakeholders: Stakeholders are involved in the future planning.

Parents, staff, teachers, governing board members, and administration were involved in the development of the long-range plan through the Continuous School Improvement process. Stakeholders participated in interviews to isolate the issues to be addressed in the plan. They also assisted in the editing of the document. One stakeholder group that was not as well represented was the non-teaching staff. Non-instructional staff is not required to attend staff meetings where much of the work on the plan took place. This also occurs because may non-instructional staff have conflicts with afterschool programs and/or conflicting schedules.

Parents, families, the community, and students are informed about the schoolwide action plan primarily through the VASA website, the Info Flo Newsletter, Volcano Community Newsletter, the principal's report at governing board meeting, 'Ohana Night, and presentations to local community groups such as the Rotary Club and the Volcano Community Association.

Informing: The governing authorities and school leaders are involved in informing the public and appropriate governmental authorities about the financial needs of the organization.

The administration and governing board are primarily responsible for informing the public and appropriate governmental authorities about the financial needs of the school. Because Volcano School of Arts and Sciences is a Hawai`i Public Charter School, oversight is provided by the State Public Charter School Commission. The Commission requires regular reporting and monitoring of the financial needs of the school. Financial updates are provided to the governing board at their regular meetings, which are open to the public. The school conducts regular audits and reports the findings to the Charter School Commission.

Marketing Strategies: The school has marketing strategies to support the implementation of the developmental program.

The following marketing strategies are used to support the implementation of the development program:
- An attractive logo and mission
- An up-to-date website

- Facebook pages for special programs
- Feature articles in the *Hawai`i Tribune Herald*
- Local television coverage
- Articles, photos,and video published in the State Public Charter School Commission weekly newsletter
- Monthly articles in the Volcano Community News, a local community newsletter
- Bi-weekly Info Flo - a parent and family newsletter
- Signs and banners
- Advertisement in local newspapers
- Community outreach events
- Presence at local farmer's market during enrollment drives
- Radio spots during enrollment drives
- School name included in partnering organizations' press releases and advertising

Areas of Strength for Resource Management and Development **(if any) that need to be addressed to ensure quality education for all students:**

- Resources are allocated to meet the school's vision, mission, and student achievement of the Expected Schoolwide Learner Outcomes.
- The school has developed and implemented a long-range resource plan.
- The policies and procedures for acquiring and maintaining adequate instructional materials and equipment are effective.
- VSAS allocates funds, obtains supports, and maximizes community resources to maintain a well-qualified staff.
- Through the Continuous School Improvement process, stakeholder participation in future planning has increased.
- VSAS has many marketing strategies to support the implementation of the development program, with plans to expand marketing and outreach.

Key Issues for Resource Management and Development **(if any) that need to be addressed to ensure quality education for all students:**

- Facilities are adequate for the health and safety of the students, but are inadequate to fully support the educational program.
- Current funding is insufficient to fill desired positions.
- The school's rural location can hinder the hiring of well-qualified staff.
- There is insufficient availability and access to high-quality and effective professional development opportunities.
- Additional professional development training is needed in academic and behavior interventions for instructional and support staff.
- Need more effective methods to bring teachers, staff, parents, community members, and students together for data analysis and planning.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Self study
- Meetings with teachers

- Meetings with Grades 3 - 5 POD
- Meeting with Governing Board representatives
- Meeting with Friends of Volcano School of Arts and Sciences (FVSAS) Board
- Review of the Action Plan
- VSAS Website

Part B: Schoolwide Strengths and Critical Areas for Follow-up

- **Synthesize schoolwide areas of strength and list numerically.** *Be sure that these can be documented by other sections of the report*.
    - **Confirm areas already identified by the school in the action plan sections**
    - **Confirm areas to be strengthened within the already identified areas**
    - **Identify any** *additional* **areas to be added to the action plan that have been identified by the visiting committee.** *This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.*

Schoolwide Areas of Strength

1. Teachers (and all staff) genuinely care about all students and are passionate about each student's success.
2. Faculty, staff, students, parents, governing board members, and the community value a sense of ohana (family) within the school community.
3. VSAS is highly engaged with their student population. Students and faculty are known on a first-name basis and most students express an interest in attending school.
4. Student learning goes beyond the textbook into the rich environment of Volcano.
5. The school has made great strides in rebuilding rapport, trust, and confidence in the school after significant changes and challenges from previous administration.
6. Teachers value the freedom to design curriculum, student-led learning, project-based curriculum, support from colleagues, small class sizes, and community-based learning to name a few.
7. Students value small class sizes, 1:1 support, teachers who care, and opportunities to learn outside the four walls of the classroom.

Schoolwide Critical Areas for Follow-up

1. Continue the development of the Hawai`i-focused program to enhance the relationship between the academic program and the rich Hawaiian culture.
2. The school needs to continue to invest in professional development on how to provide intensive, individualized, and specialized teaching strategies, including differentiation for both struggling learners who are underperforming and students who would benefit from greater challenge.
3. Continue to explore funding sources to secure the realization of a new school on the Keakealani campus.

Additional Areas to be added to the Action Plan Identified by the Visiting Committee (_This includes areas related to student achievement and other profile data, the school program and operation, and the action plan_**)**

The Visiting Committee found no additional areas to be added to the action plan. The existing plan is comprehensive, inclusive, thorough, and addresses all critical needs.

CHAPTER V: ONGOING SCHOOL IMPROVEMENT

● **Include a brief summary of the schoolwide action plan.**

The schoolwide action plan focuses on the Expected Schoolwide Learning Goals and within each of these goals are strategies that relate directly to the critical areas of growth. The entire focus of the action plan is aligning all aspects of the school to the Expected Schoolwide Learning Goals and the school's instructional program.

   ● **Comment on the following school improvement issues:**
● **Adequacy of the schoolwide action plan in addressing the *critical areas for follow-up.* Consider these questions:**
   ● **Do the action plan sections address the *critical areas for follow-up?***

The strategies or subgoals of each of the major goals of the action plan reflect the school's identified critical areas for follow-up. All areas are supported by relevant data.

   ● **Will the action plan steps enhance student learning?**

The action plan goals, subgoals, and steps focus on enhancing student learning. Ensuring students have access to an appropriate course of study that is embedded in the school's mission and vision and incorporates the Expected Schoolwide Learning Goals will support them as they move through the grades levels will provide the best educational opportunities for student success.

   ● **Is the action plan a "user-friendly" schoolwide action plan that has integrated all major school initiatives *(e.g., technology plan, staff development plan)*?**

The action plan is comprehensive, thorough, and easily accessible to stakeholders. Tasks are identified clearly.   Technology and appropriate professional development programs are integrated into the plan. Responsible parties are identified.

   ● **Is the action plan feasible within existing resources?**

The action plan is feasible within existing resources. However, as stated below, finances can also be an impediment to the accomplishment of the plan. Fiscal needs and methods to secure additional funding for the school have been addressed in the action plan.

   ● **Is there sufficient commitment to the action plan, schoolwide and systemwide?**

The Visiting Committee believes all stakeholders at Volcano School of Arts and Sciences are committed to the implementation and accomplishment of the schoolwide action plan and ongoing school improvement. It is apparent there is a similar commitment from the governing board.

   ● **Existing factors that support school improvement:**

The faculty, staff, and governing board support the action plan. There is a strong desire on the part of all stakeholders to begin this focused improvement process.

- **Impediments to school improvement that the school will need to overcome in order to accomplish any of the action plan sections:**

Major impediments to the school improvement plan include the lack of necessary funds to achieve the action plan goals. However, more than one of the subgoals directly addresses this issue.   These include focus on improving student attendance, increasing enrollment, and continued pursuit of outside funding, including grant applications.

- **Soundness of follow-up process to monitor accomplishment of schoolwide action plan.**

There is a newly-adopted procedure and process to monitor the accomplishment of the schoolwide action plan. The school's Leadership Team will take major responsibility for this process. They acknowledged that responsibilities have already been identified and those involved are anxious to begin the process.