APPLICATION FOR HAWAII CHARTER SCHOOL

ACCELERATED LEARNING LABORATORY-HAWAII

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I. School Overview

A. Executive Summary

1. <u>Mission</u>. A mission describes the fundamental purpose of the school. The proposed school's mission statement should:

a. Describe the core school design components, what the proposed school will accomplish in concrete terms, and what methods it will use;

b. Be attainable and consistent with high academic standards;

c. Reflect the key values that teachers, administrators, and students know and support;

d. Be concise and clearly describe the proposed school's purpose for the entire school community, external stakeholders, and individuals who may not be familiar with the proposed school; and

e. Be able to operationalize and guide the work and school culture.

Accelerated Learning Laboratory-Hawaii (ALL) will provide its students with equal access to the most effective educational system this nation has to offer, regardless of their ethnicity, social status, economic privilege, or gender. ALL shall demonstrate that all students can exceed learning expectations when their innate skills are nurtured through pedagogy grounded by "Cognitive Science Research" and "Best Instructional Practices." ALL shall nurture students' metacognitive and soft skills in a challenging, supportive, and civil environment. ALL's innovative practices and outcome data shall be made available to educational and research institutions.

2. <u>Vision</u>. The vision statement describes the proposed school's highest priorities and long-term goals, identifying what will be accomplished when the school is successful in executing its mission over the long term. The vision statement should explain what success looks like in terms of students' life outcomes and the impact on the community and society. A vision statement is a broad, powerful goal whose scope is bigger than daily activities and should indicate the school's valued measures of success.

Accelerated Learning Laboratory-Hawaii (*ALL*) shall empower its students to control their own destiny and the destiny of their nation, by providing them with equal access to the highest quality education possible, regardless of their ethnicity, cultural identity, social status, economic privilege, or gender. *ALL*'s model shall provide a challenging, rigorous and meaningful education to all its students at their functional level. *ALL* shall employ an individualized growth model supported by pedagogy grounded on "Cognitive Science Research" and "Best Instructional Practices." *ALL*'s model shall continuously improve, guided by data driven analysis of its practices and instructional tools, and continuing research in the science of learning and teaching. *ALL*'s pedagogical strategies and design concepts shall be available to educational and research institutions for public benefit and improvement of educational practices.

3. <u>Geographic Location</u>. Briefly describe the geographic location and, if known, the address of the facility the proposed school plans to use.

ALL-Hawaii will be located in the general area of Kapolei/Ewa Beach, the fastest growing region in the state of Hawaii and Oahu's second largest center. The school's facility is not yet built, but ALL is currently negotiating to have a facility built in one of three planned developments under construction: Kapolei West, Ewa Beach, or Hoopili.

4. <u>Anticipated Student Population</u>. Briefly describe the anticipated student population, including, the geographic area(s) that the proposed school plans to serve, students' anticipated educational needs, and the non-academic challenges the proposed school is likely to encounter.

The U.S. Census Bureau reported in 2010 that Kapolei's population was 15,186 with 1,211 under the age of 5. Total households with families in the area were reported to be 3,973, and the median age was 34.   We believe there will be a great need to accommodate the communities' need for exceptional education opportunities (at an affordable cost) in close proximity without a long commute. Articles cited on DOE's website reported that enrollment grew by 2,000 students in 2013, and enrollment increased for most grades in 2014. The anticipated percentage of total population is as follows: 43% poverty level; 32% performing before grade level; 5% gifted; 14% IEP; 13% ELL; <2% Homeless; (HCY), 18% at risk of dropping out (some students will likely fall into multiple categories). ALL-Hawaii anticipates a diverse population. Based on other schools' enrollment in the area (see Attachments B and Attachment C), the highest percentage of students will be Asian, followed by Caucasian and a small percentage of African American's and Hispanics. The percentage of students who qualify for free and reduced lunch is anticipated to be over 40%.Given that the school will be located in a new development, ALL-Hawaii anticipates that its biggest challenge will be two-fold: marketing the school to families while the school is still in its construction phase, and recruiting teachers, given that the school's reputation isn't yet established in Hawaii. See Attachment BB, and Section III.H for additional information.

5. <u>Community Engagement</u>. Briefly describe how the applicant has assessed demand and/or solicited support for the proposed school. Include a description of any significant relationships or partnerships established to generate community engagement in and support for the proposed school.

ALL has discussed Hawaii's education demand with local developers and residents (see Attachments B and Z), and it has also researched the DOE's own findings and research on the current academic needs of the state. ALL's Vision contains quality-of-life and social responsibility objectives which are reflected in its intent to be an integrated component of a planned community: where residents experience esthetically rich and comfortable lifestyles, in close proximity to activities that occupy most of the time in their lives (work, education, recreation); where pedestrian access is encouraged; where social resources can be efficiently

shared; and where individual human impact on the environment is minimized. According to various DOE and general research performed online, Hawaii's densely populated urban areas would greatly benefit from ALL's planned structure. ALL has also researched the education goals and aspirations of the state of Hawaii, which also indicates that there is a demand for cutting edge schools that are willing to adjust the educational model to suit the needs of this generation of students, and those that come after. Finally, as previously mentioned in the section I, School Overview, we've found that current schools are at or nearing capacity, suggesting a need for more schools.

6. Contribution to Public Education System. Describe any anticipated contribution the proposed school would make to Hawaii's public education system as a whole, including, if applicable, the Priority Needs identified in Section I.C of the RFP. If the proposed school would address either or both Priority Needs, provide an analysis, with relevant data, about that Priority Need and how the school would help address it. In addition to the Priority Needs, the examples of contributions to the public education system could include things like serving student demographic groups that the existing system has had challenges serving, meeting a particular curricular or instructional need or challenge in a way that has system-wide benefits, and forming partnerships or feeder-school relationships with existing public schools. Where the proposed school would model innovation in ways valuable to the system as a whole, describe any specific plans to disseminate the knowledge gained at the school to other public schools.

A priority need stated in this year's RFP was providing schools in areas where more are needed. ALL will contribute to Hawaii's general educational system by providing additional school capacity to the Kapolei/Ewa Beach area, where existing schools are nearing or already at capacity. See Section I and Attachment B.   In additions to meeting this priority need, ALL will also contribute to the system in general by provide its data, findings, and approaches to educational researchers in the state of Hawaii. It will provide academically rigorous academics to an area of the state that, given the high commute times of the area, limit the students to traditional public schools rather than college prep or private schools. Finally, it will provide support for the state's trend towards self-contained neighborhoods—where people can live, work, and learn in the same area, eliminating the need for lengthy commutes.

7. Reason for Conversion (**Conversion applicants only**). Explain the rationale for applying to convert to a charter school.
   a. How will the charter school model lead to improved academic outcomes and non-academic operations?
   b. Describe the stakeholder groups that were engaged in the conversion decision making process, and explain their roles in the transition process.

Not applicable because the proposed school is not a conversion charter school.

8. Conversion Transition (**Conversion applicants only**). Explain if and how any programmatic elements of the school design will change or evolve with the transition to operation as a charter school, as opposed to the current school model.

Not applicable because the proposed school is not a conversion charter school.

B. Enrollment Summary

1. Enrollment Plan. Complete the Enrollment Plan (Exhibit 1), and include it as **Attachment A (required form)**, illustrating the proposed school's five year enrollment plan. Include a breakdown between students receiving a primarily on-site, face-to-face learning experience (brick-and-mortar) or *blended learning* and students receiving a primarily *online learning* experience (*virtual learning*).

The Enrollment Plan is provided in Attachment A.

2. Enrollment Plan Rationale. Describe the rationale for the number of students and grade levels served in each year and the basis for the enrollment plan illustrated in the attachment. Include a discussion of the rationale for including non-entry level grades. Entry level grades are generally kindergarten, sixth grade, and ninth grade.

ALL-Hawaii anticipates its enrollment to originate primarily from the housing development in which its campus is located. ALL expects the majority of its enrollment will represent new growth (students moving into the development, an unknown but sizable percentage of new residents will likely originate off-island), but a lesser percentage of its enrollment is expected to be drawn from the surrounding community and existing schools. As a new development will attract families will children in various grades, ALL-Hawaii believes that it is best to offer all grades, rather than only entry grades. If families have to take their children to different schools because ALL accepts only entry-level grades, it will eliminate the benefit of a building a community centered school. Additionally this will discourage, rather than encourage, enrollment from the area, as not having children in the same school would be a burden for the average family.

As our reputation and the development's population grow, we anticipate a steady climb in interested students. Given the number of new families moving into the development, we anticipate that we'll likely have a waitlist even during year 1. However, we're planning on conservatively low numbers to increase school solvency and to ensure that our school grows gradually and steadily, as this will most guarantee long-term stability for the school.

3. Enrollment Plan Justification. Provide evidence justifying the enrollment plan described above. Include the estimated number of students in the geographic area(s) the proposed school plans to serve, including the number of students that currently attend existing schools (both public and private) in the geographic area for the grades the proposed school plans to serve. If research data, censuses, surveys, or other data sources were used, please describe these sources and provide a citation or attach copies of the sources, as **Attachment B (no page limit)**.

ALL-Hawaii's address is yet to be determined; however, we expect its campus to be located within the boundaries of a large development in or near the general area of Kapolei/Ewa Beach. Three developments (mentioned in Section A.3, above) will bring about 18,000 new affordable homes into the area. Although new schools are in the plan, the infrastructure will still remain

insufficient to support the education needs of this rapid growth. The schools that currently exist are near capacity, and Kapolei and Ewa Beach do not have any private or college preparatory schools in the area. These families will need access to quality education and will benefit from the convenience of walking to school or having a very short commute. Having ALL-Hawaii in Kapolei and Ewa Beach will enable families who value education and want their children to attend college the opportunity to achieve that without a long commute or high priced private schools.

The U.S. Census Bureau reported in 2010 that Kapolei's population was 15,186 with 1,211 under the age of 5. Total households with families in the area were reported to be 3,973, and the median age was 34.   Based on this information, Kapolei appears to be the fastest growing region in the state of Hawaii, and it is designated as Oahu's second largest urban center. We believe there will be a great need to accommodate the communities' need for exceptional education opportunities (at an affordable cost) in close proximity without a long commute. Surrounding schools report a total of 4,988 students in grades K-3. According to the DOE, there were a total of 17,414 students in grades K-12 in ALL's anticipated location. The Leeward side of the island has the largest administrative district with 40,959 students. Articles cited on DOE's website reported that enrollment grew by 2,000 students in 2013, and enrollment increased for most grades in 2014. See Attachment B for cited evidence and additional support.

II.	Academic Plan

A. Academic Plan Overview, Academic Philosophy, and Student Population

1. <u>Academic Plan Overview</u>. Provide a concise overview of the academic plan of the proposed school, including instructional methods, assessment strategies, and any non-negotiable elements of the proposed school's academic plan. Include a brief description of any *virtual* or *blended learning programs*, as defined in <u>Section IV.J of the RFP</u>. Briefly describe any evidence that promises success for this academic plan with the anticipated student population.

ALL's instructional methods are supported by empirical research on human learning and motivation, within the Cognitive and Behavioral Sciences, and on "Best Practices" pedagogical techniques that have consistently demonstrated effectiveness and efficiency when rigorously evaluated.

Many of *ALL*'s pedagogical protocols facilitate learning by helping students gain awareness of their own cognitive processes and by helping students refine their natural mental abilities through various means: consolidation of knowledge into organized hierarchical related chunks; analogical reasoning and logical extrapolation; learner activated, meta-cognitive strategies; active learning; and other self-regulated mental behaviors.

ALL's instructional methods foster and embed various skills that are necessary for academic success, such as responsibility for one's own success or failure; pride in product; the desire to make meaningful contributions; commitment to academic integrity; and passion to make decisions and learn through objective self-analysis.

As a result of students being given increased opportunities to direct their own educational activities, motivation and performance are greatly amplified. *ALL*'s academic model is a "systems-engineered" multi-push design. All aspects of the "system" that impact student learning, are considered, developed, and designed to enhance learning outcomes. These aspects include institutional culture, classroom culture, classroom design, people flow, instructional materials and methods, furniture, organizational structure, record keeping and data collection and evaluation.

Instructional Level: No student grouping is educationally and developmentally homogeneous. Same age, same grade students are never completely homogeneous in regard to academic preparation, family or peer support, drive, or developed talent. With the realization that all schools are comprised of individual students whose learning characteristics vary widely from student to student, it follows that groups of same age/grade students also vary widely in their specific needs relative to strengths and weaknesses, and each student has a unique learning profile. At *ALL*, students receive instruction at their functional level and are allowed to capitalize on their personal and cognitive resources. Although most classrooms at *ALL* are comprised of students of different ages and grades, students within each classroom display comparable levels of procedural skill and declarative knowledge. To ensure appropriate courses or classroom placement, transfer students' baseline skills and knowledge are estimated utilizing

a variety of measures (see: II.A.1). Placement of returning students is determined utilizing each student's prior year performance outcomes.

In order to reduce variance, students are selected for classroom membership, based on academic level not age or grade. The more homogeneous students' academic range within a classroom, the more opportunity the classroom teacher has to provide instruction at an optimal level for every student. Although attempts are made to minimize spread within each classroom, it is not possible to eliminate all academic variance. In addition, the slope and timing of every student's learning curve fluctuates independently, with bursts and plateaus occurring outside of easily predictable patterns, adding to variance amongst students over time. Even in the most academically homogeneous classroom, effective and efficient instruction, itself, produces variance in students' functional levels. Consequently, ALL instructors are trained in a variety of pedagogically sound techniques to teach on a range of levels simultaneously.

Instructional strategies which address variations in student knowledge and functional level include an open-ended content design, which allows students to progress at their own pace without being restricted by neither grade-level-content barriers nor lock-step-pacing. Instructional scaffolding techniques are designed to promote self-sustained student learning in a competitive but support environment. Instructional level and rigor are continuously adjusted to meet each student's challenge level (threshold where content can be mastered only through effortful learning) but not overwhelm students (failure threshold: content cannot be mastered without significant help or unrealistic effort). Self-leveling instructional materials and system design ensure that each student receives instruction at his/her individualized challenge level (zone of proximal development, ZPD). Curricular and system design ceiling effects (constraints on higher than grade level achievement) and cumulative-failure effects (weak prerequisite skills due to years of poor instruction and/or low performance expectations) have been removed. No student is required to wait for another student to learn, nor is any student driven so hard as to experience inordinate frustration. During the second year of attendance, most students accelerate beyond traditional grade level goals. Although students are empowered to control their own progress, they must meet or exceed minimum criterion referenced expectations. If a student is not learning at a rate commensurate with ability, teachers and staff 'do what-ever-it-takes' to ensure academic success for every student.

Instructional Practices/ Methods and Components: Elementary School (grades K-5) and Secondary School (grades 6-8) utilize similar pedagogical elements by means of slightly different methods of application. Although traditional text books are utilized, summative and formative student performance data is collected via Expert Trials and Challenge Exercise. Instructional elements utilized in both Elementary and Secondary school include the formalized oral activities, formative learning strategies and materials, and in situ metacognitive knowledge and skill development. Components include choral review, choral exercises, individual and small group gating, Need-To-Know discussions, want-to-know symposia, global lectures, call and response oral activities, preceptorials, town hall forums, student driven classroom management, expert trial protocols, challenge exercise protocols, small group and individual

projects, laboratory investigations, direct instruction of metacognitive and soft skills, and nonverbal shaping.

Although a modicum of the following articulated learning paradigms and instructional techniques appear to be innate across most cultures (and a semblance of the described teacher behaviors can be observed in diverse educational settings), it is improbable that any teacher, without direct and intensive training, could develop sufficient procedural knowledge to meet the pedagogical needs of the twenty-first century or the requirements of *ALL;* or be capable of carrying out the prescribed activates, in the time students are in school. In other words, Instructors must be trained to apply the following described instructional methods effectively and efficiently; it is unproductive to simply tell teachers what to do and hope they understand the paradigms and can apply the strategies.

Oral Activities: These reinforce content knowledge and greatly increase the efficiency of the learning process. Oral strategies are used to reinforce knowledge schemata, meaningfully associate conceptual "chunks," and imbed content knowledge into long-term memory. Frequent oral activities provide opportunities to consolidate learned content into hierarchical chunks. They provide opportunity for reciprocal peer coaching, and collaborative teaching. They target the development and refrainment of student attending-behaviors, including self-directed attention, selective attention, attentional filtering, focus, intensity, and reflection. Effort is made to both generalize and internalize (automatize) productive learning behaviors.

Choral Reviews: These reviews are of a short duration and high frequency, and may occur throughout the day. Choral reviews provide opportunities for rehearsal with elaboration, review of previously presented content (i.e., lecture content is condensed into nomenclature with organizational, conceptual, and often mnemonic qualities), shaping cognitive behavior (students' learning tempos and dispositions are refined, and cooperative tendencies are enhanced), and stimulating students' intrinsic motivational tendencies. Choral reviews are surprisingly effective at establishing a pace and increased arousal level for any targeted learning that follows.

Choral Review: General Objectives
• Produce high arousal
• Improve metacognitive skills
• Provide distributed rehearsal
• Develop hierarchical schemata
• Activate cognitive compression
• Facilitate mixed response levels
• Produce high student motivation
• Shape desirable learning behaviors
• High frequency, low cost accountability
• Reactivate previously learned concepts
• Tax long term memory, stabilizes recall
• Elevate transferable attention and arousal
• Prime new learning, constructs, & concepts
• Construct schema to assimilate new learning
• Increase frequency of opportunities to respond
• Improve receptive & expressive no-verbal skills
• Improve active engagement & focused attention
• Link divergent constructs; new information to old
• Develop chunking, cue and mnemonic strategies
• Promote confidence with low emotional exposure

Choral Review / Choral Exercises Features:

- **Frequency / Distributed Rehearsal**: Choral Exercises are scheduled daily and spontaneously utilized throughout the day. Targeted content is distributed over time and memory traces are reactivated.

- **Consolidation, Mental Constructs, and Associations**: Previously learned constructs are associated with new constructs (thus avoiding the memorial isolation effects of "pigeonholing"), re-associating and strengthening memory traces (i.e., neurons that wire together fire together).

- **Increases Working Memory Capacity**: Instructor utilizes "successive approximation" strategies to extend the temporal endurance, item capacity, and resilience to distraction of students' working memories.

- **Duration**: Exercises take from 5 to 15 minutes.
- **Rhythm and tempo**: Tempo is rapid. Shifts between concepts are smooth (conceptually connected) and seamless (there are no long pauses).
- **Voice and volume**: Student voices are of medium volume. The group voice is blended harmoniously (no voice is heard above others, each voice can be heard). Voices are synchronized and all students start and end together (no student races ahead). Voices are lucid and distinct. Instructors learn to "selectively attend" to specific voices, providing opportunity to establish a simple yet effective feedback loop (non-verbal) used to "shape" individual student motivation, confidence, and attending behaviors.
- **Non-verbal communication**: Teacher utilizes facial expression, eye contact, posture, subtle gestures, and physical proximity to increase attention levels, focus, participation, and confidence. Teacher enlists eye-fix and eye-contact, in a non-disruptive and high-frequency style, encouraging individuals with low participation rates or low confidence to join in the Choral Exercises. Utilizing scanning, facial expressions, and sampling, teacher assesses and assures full and continuous participation. Teachers frequently employ subtle reinforcing gestures to encourage those who begin to respond and ensure that those who have been responding to continue responding.
- **Reasoning Heuristics / Analogies**: Fast and frugal coding generalizations that are actively constructed have the effect of significantly reducing cognitive load. The process of analogy generalization models "thinking" strategies that have a high probability of being adopted, adapted, and generalized by individual students to understand and solve novel problems.
- **Fade**: A teacher will diminish visual and auditory cues as the group proficiency and cohesion increase.
- **Mixed Response Levels**: The instructor will use a plethora of non-verbal communication devices to cue whole group, part group, and individual response. If mixed response cues are used to develop desirable behaviors in an individual, a teacher will intermittently move from whole group responses to individual until desired response and engagement behaviors are continuously exhibited (shaping through successive approximations).
- **Mastery**: Teachers will initially rehearse cognitively compressed content in conceptually sequenced order (cognitive map, display based map, mental maps). When whole group confidence is evident, the teacher will modify the response expectation to an alternate, more challenging order. When confidence is again evident, the teacher will randomize the response expectation. When confidence is again evident, the teacher will remove the mastered rehearsal target from the daily list of topics to be rehearsed and place it in the "hiatus list" for subsequent intermittent review.
- **Learning Probes**: The teacher will use "Oral Accountability Probes" to check for many things: recall efficiency, mastery level understanding, level of confidence (individual and group), intentional extensions (transfer, generalization, extrapolation, problem solving transfer, or active knowledge construction), fluid response dexterity (the ability to associated targeted knowledge with previously learned material in a unique, unrehearsed but conceptually sound manner).

Interactive Global Lecture are whole class, instructor directed discussions (often dialectic) of targeted content in which knowledge scaffolds and schemata are actively constructed. The

instructor, through a host of verbal and non-verbal techniques, ensures students' active engagement, heightened levels of arousal, focus (every student attending 100% of the time), and a high frequency of opportunities-to-respond (approximately 4 per minute). Instructor driven Global Lectures have "Socratic" characteristics, including a high rate of instructor questioning (both rhetorical and direct) and logical reasoning. Using "task-end-analysis" and data (real-time student performance data) driven process, the instructor plans lectures and ensures that targeted content is evenly distributed and fully covered by the end of the grading period. Targeted content is organized and presented utilizing a "simultaneous instructional model" rather than the traditional "sequential model." That is, the "Big Picture" is the first topic of discussion; "Global" concepts that summarize the targeted learning objectives are introduced before topic details (i.e., a scaffold is constructed, on which to hang subordinate-constructs / hierarchical schemata). As details are introduced they are related back to the "Big Picture" and previously introduced schemata. Students are required to develop note taking skills utilizing a modified Cornell/Metacognitive template. Students are allowed to use electronic devices, provided they are not used for any other purpose than academic.

Instructors construct "cognitive maps" to assist student understanding of relationships between "chunks" of knowledge. An example of one such "cognitive map" is the "Arithmetic Counting Operations" illustrated on this page. Instructors are trained to engage students (at different levels of confidence and knowledge) simultaneously within the lecture environment.
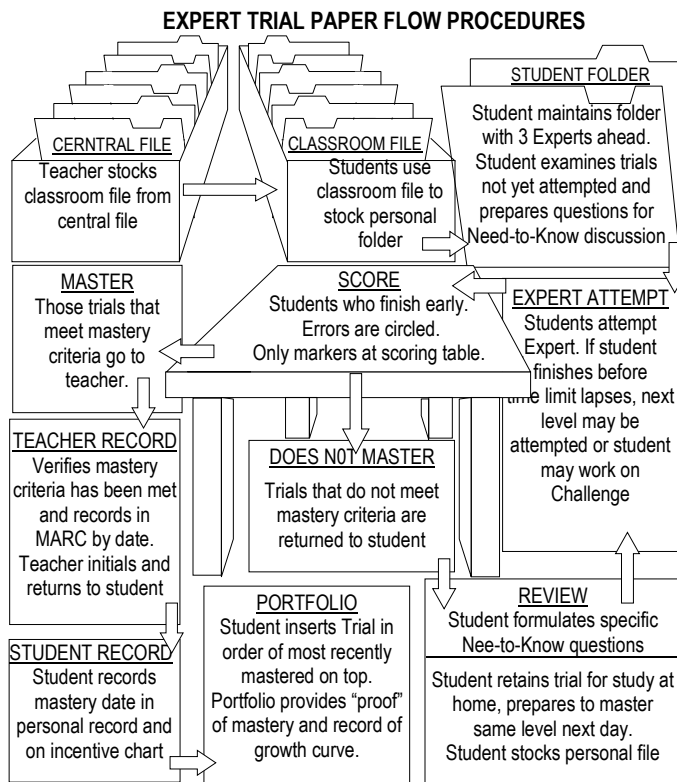
Need-to-Know Discussions are whole class, student directed discussions conducted one or more times every day. Students identify areas in which they need further explanation related to lectures, homework, trials, concepts, etc. and formulate and submit specific questions prior to the Need-to-Know discussion. The instructor organizes and groups the questions. During the interactive discussion, the student's peers answer the submitted questions, when they can, and the instructor elaborates and extends their responses, so-as-to overlap the range of students' performance and achievement levels. Additionally, through the use of various techniques, the instructor shapes students' critical analysis skills, logical reasoning skills, and dialectical thinking skills. The instructor provides explicit instruction and guided practice in learning-to-learn behaviors, including scripted prob-lem-solving strategies, self-monitoring skills, and self-directed learning. If a student fails to complete a homework assignment but has made a good-faith-effort (searching notes, consulting internet resource, reading reference texts, etc.), the student formulates a specific question in preparation for the "Need-To-Know" discussion. Students maintain a Need-to-Know "Question Log" along with the answers to their questions.

Expert Trials / Continuous Assessments / Procedures: Expert Trials are formative "power" exams that fuel data driven feedback loops in each subject (see: II.B.3) They represent a mastery component of the overall instructional design and focus principally on declarative knowledge and mental constructs. They measure individual student's progress rather than group performance; however, when the data is analyzed as grouped data, they are a reliable measure of instructor performance. Expert Trials procedures provide for distributed practice and generate fine-grained evaluative data that drives instruction, guides student academic

intervention, and informs in-service needs of instructors. That is, unlike traditional summative exams, which are administered only two to three times a semester and only "sample" what is learned (after-the-fact), Expert Trial procedures evaluate students' acquisition of knowledge and skills in detail (in real-time.) Expert Trials are of a self-leveling design such that difficulty level is ensured to match each student's proficiency level (challenge level). Expert Trials are easy to "master" if the learner understands the targeted content and become successively more difficult if the learner does not possess "deep" understanding. Such design allows students to reach their individualized challenge level quickly. Expert Trials provide objective criterion referenced measures of each student's "mastery" of the targeted content.   Typically, Expert Trials are proctored in each subject every day; contain from 12-30 short answer, essay,

EXPERT TRIAL PAPER FLOW PROCEDURES

CERNTRAL FILE
Teacher stocks classroom file from central file

CLASSROOM FILE
Students use classroom file to stock personal folder

STUDENT FOLDER
Student maintains folder with 3 Experts ahead. Student examines trials not yet attempted and prepares questions for Need-to-Know discussion

MASTER
Those trials that meet mastery criteria go to teacher.

SCORE
Students who finish early. Errors are circled. Only markers at scoring table.

EXPERT ATTEMPT
Students attempt Expert. If student finishes before time limit lapses, next level may be attempted or student may work on Challenge

TEACHER RECORD
Verifies mastery criteria has been met and records in MARC by date. Teacher initials and returns to student

DOES NOT MASTER
Trials that do not meet mastery criteria are returned to student

STUDENT RECORD
Student records mastery date in personal record and on incentive chart

PORTFOLIO
Student inserts Trial in order of most recently mastered on top. Portfolio provides "proof" of mastery and record of growth curve.

REVIEW
Student formulates specific Nee-to-Know questions

Student retains trial for study at home, prepares to master same level next day. Student stocks personal file

process, and/or construct questions (dependent on subject); and must be completed within fifteen to twenty minutes. Trials specify a maximum testing time and a maximum number of errors (cut scores) for each level. The anticipated "Mastery" rate average is approximately 2.4 trials for each subject, for each week of instruction; however, there is no maximum rate (ceiling), and students may progress at rates commensurate with their effort and ability. Students participate with the instructor to ensure feedback is provided in close temporal proximity to effort; by the end of the time allotted for testing (approximately 15 minutes), the majority of students have their scored Expert Trials returned to them (*see: Expert Trial Paper Flow insert this page*).

Generally, a Need-to-know discussion, in the subject area of the Expert Trial just completed, will follow immediately. If the maximum Expert Trial error rate or time limit is exceeded, the student formulates Need-to-Know questions, participates in preceptorial activities, and/or several other intervention re-teaching activities. If an Expert Trials is not "mastered" the same Expert Trial (or a parallel assessment with the same sequence number) is retaken the next day. If time and error rate is at or less than the cut score, the next sequentially numbered Expert Trial is attempted. If a student wishes, and the allotted time permits, the next level may be attempted during a single proctored session. There is no penalty for repeating levels that have not been mastered and no student is ever required (nor may they) to repeat an Expert

EXPERT TRIAL incentive chart

Student Name	63	64	65	67	68	69	70	71	72	73	74	75	76	78	79
Edgar Adrian	1/24	1/25	1/26	1/27	1/30	1/31	2/1	2/2	2/3	2/6	2/7	2/8	2/9	2/10	2/13
Emily G. Balch	1/25	1/27	1/31	2/2	2/3	2/6	2/8	2/10	2/13	2/15	2/17	2/20	2/22	2/4	
Fanny Burney	1/23	1/23	1/24	1/24	1/24	1/25	1/25	1/24	1/26	1/26	1/36	1/30	1/30	1/31	1/31
Gaois Caesar	1/23	1/23	1/24	1/24	1/24	1/25	1/25	1/25	1/30	2/2	2/8	2/10	2/15	2/20	2/24
Robert Darwin	1/23	1/23	1/24	1/24	1/24	1/25	1/25	1/25	2/7	2/17	2/24				
Maxine Elliott	2/6	2/7	2/8	2/9	2/14	2/17	2/24								
Kasim Ferishtah	1/23	1/23	1/24	1/24	1/25	1/25	1/26	1/27	2/3	2/2	2/6	2/8	2/10	2/15	2/14
Carl Gauss	1/23	1/23	1/27	1/27	1/27	2/3	2/3	2/3	2/10	2/14	2/16	2/17	2/21	2/22	2/22
Caroline Hazard	1/23	1/23	1/23	1/23	1/23	1/23	1/23	1/23	1/23	1/23	1/23	1/23	1/26	1/28	
Yunus Ibn	1/243	1/25	1/26	1/27	1/30	1/31	2/1	2/2	2/6	2/7	2/13	2/14	2/20	2/21	
Carlos Juan	1/23	1/23	1/27	2/3	2/10	2/17	2/24								
Kathe Kollwitz	1/24	1/26	1/24	1/27	1/23	1/25	1/26	1/25	1/27	1/26	1/25	1/30	1/31	1/30	2/2
Edith Luchins			1/24		1/23				1/27		1/25				
Andrei Markov		1/24		1/25	1/26		2/30		2/24			2/14			2/15

Trial they have already mastered. Mastered Expert Trials are filed, by students in their personal portfolio. Only the date each Expert Trial is mastered is recorded, by students on the "Incentive Chart" and by the instructor, in the official record (*see: Expert Trial Incentive Chart, page 11 above*). The heavy black line represents end-of-grading period variation in student performance level.
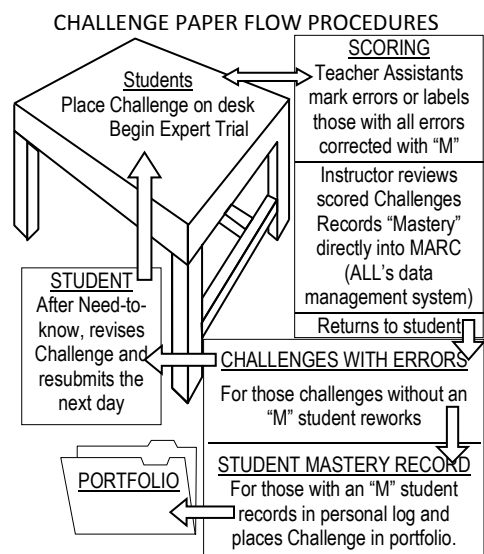
Challenge Exercises / Continuous Assessments: Challenge Exercise procedures are both formative and evaluative. Challenge Exercises represent the "application" of knowledge component of the overall instructional design and focus predominantly on the development of procedural knowledge, expansion of problem solving skills, and generalization and application of declarative and procedural knowledge in unique circumstances. The Challenge Exercise protocols and design provide extensive feedback loops (i.e., goal directed effort ⇄ corrective feedback).

CHALLENGE / SUMMARY RECORD — Challenge Level

Student Names	78	79	80	81	82	83	84	85	86	87	88	90
James Otis												
Lucy Stone												
Thomas Gage												
Abigail Adams												
Edgar Adrian												
Robert Frost												
Marc Chagall												
David Nash												
Josef Albers												
Paul Cezanne												
Isadora Duncan												

Errors Corrected Good Faith Effort

Challenge Exercises are included in class work and comprise a substantial percentage of the homework assigned. Challenge Exercises are sequentially numbered with higher numbers corresponding to increasing sophistication of cognitive demands and require cumulative content knowledge recall. However, it does not always follow that higher numbers represent greater difficulty. Similar to the Expert Trials, the difficulty level of sequentially numbered Challenge Exercises decrease abruptly when new concepts are introduced and increase incrementally as the intricacy and depth of constructs and skills are developed (both forward and backward chaining skill development strategies are imbedded within the Challenge design). Unlike Expert Trials, Challenge Exercises do not have cut scores; after receiving feedback, students correct all their errors and resubmit their work for evaluation. Only on-time, good-faith-effort and error-correction data are recorded by the students (in their personal records) and by the instructor, in the official record (*see: Challenge Summary Record this page*). Challenge Exercises are embedded and sequentially numbered within several of the subject content series Expert Trials (see Attachment D as well as the remainder of the Academic Section for more information). Typically, Challenge Exercises are not proctored or timed, and students participate along with the instructor to ensure timely feedback is provided. Anticipated mastery rate is approximately 2.5 Challenge Exercises, for each week of instruction; however, there is no maximum rate (ceiling). Students may progress at a rate commensurate

CHALLENGE PAPER FLOW PROCEDURES

SCORING
Teacher Assistants mark errors or labels those with all errors corrected with "M"

Instructor reviews scored Challenges Records "Mastery" directly into MARC (ALL's data management system)

Returns to student

Students
Place Challenge on desk
Begin Expert Trial

STUDENT
After Need-to-know, revises Challenge and resubmits the next day

CHALLENGES WITH ERRORS
For those challenges without an "M" student reworks

STUDENT MASTERY RECORD
For those with an "M" student records in personal log and places Challenge in portfolio.

PORTFOLIO

with effort and functional ability (see: *Challenge Procedure Paper Flow, this page*). Embedded in the Challenge series are a variety of cognitive primers and incidental topics used to inspire group discussion and elaboration.

Homework: Students have "Homework Options" every day. The encouragement of goal oriented behaviors makes most homework a pleasant and desirable experience for parents and students. Most students are able to complete homework assignments within one hour (with the exception of long-term assignments). however, some students require more time-on-task, while others require less. Neither homework nor seatwork is busy-work, nor is it used as punishment (at school or at home). If a student is not completing homework on a regular basis and not using homework time effectively, it is recommended to parents that they limit study time to a maximum of one hour and note doing so, in the "Teacher-Parent Dialogue Record" that travels home and to school every school day. Most assignments are due the following school day; some complex assignments extend over a longer term but require incremental evaluations. Instructors check and record progress on homework daily.

Unlike the traditional concept of homework (e.g., homework is "practice"), ALL homework requires the student to apply what has been learned to novel problems, investigate content yet to be taught, and it is designed to challenge thinking. Despite this, students are not expected to spend an inordinate amount of "effortful" time on homework. Through development of their metacognitive skills, students learn to discriminate ineffective, effortless work from effective, effortful work. Although students are not discouraged from developing greater tenacity and spending more time on homework and academic topics of interest, care is taken to avoid allowing a student to struggle to the point of frustration. If a student is not able, after a good faith effort, to solve or "figure-it-out" a problem, s/he formulates a specific question, enters it in the "Need-to-Know Question Log," and finishes the remaining homework. This process facilitates the development of tenacity, problem-solving strategies, self-monitoring skills, and self-directed learning

Expert/ Challenge Conventions and Requirements:
1. Students reach minimum threshold numbers to meet requirements for course of study. Students receive "Course of Study Credit" when threshold "range" has been meet or exceeded.
   a. Content requirements are not time dependent: They may be met in a two semesters or sooner
   b. Students move to sequential content when requirements are met, regardless of term or semester
   c. Students receive "Course of Study Credit" when threshold has been met or exceeded
   d. "Time in Residence" and "Course of Study Credit" are not synonymous
2. No ceiling effect/ unencumbered access to appropriate level of difficulty: No constraints shall be placed on student progress which reduces the possibility of measuring further growth.
   a. Students must not be required to wait for lectures to attempt "Experts" or "Challenges."
   b. Students must not be required to slowdown or wait for the class to "catch-up."
   c. Student must be allowed to attempt more than one trial during a designated proctored time.

    d. Proctoring protocols must be standardized such that all instructor are allowed to proctor
3. <u>No accumulated ignorance effect</u>/ embedded self-leveling challenge effect: Students advance through sequential content relative to functional level.
    a. A Trial not mastered shall be attempted during the next proctored opportunity.
    b. Challenges not mastered must have all errors corrected and then resubmitted.
    c. Difficulty stepping between sequential Trials (Challenge and Expert) is roughly equal and achievable in the allotted time (1:1 power ratio) with directed effort but not without.
    d. Avoidance of cherry-picking: Students may not attempt Trials beyond target mastery range (spread of 3 not mastered beyond last mastered).
    e. Content difficulty may require multiple years, but if mastery is too slow, instructor interventions are required (three or more attempts on any one Expert or Challenge without mastery)
    f. Students must demonstrate targeted skills upon mastery, assessed with independent measures.
4. Record Keeping: Accurate and cumulative records must be maintained from year to year
    a. Average minimum mastery pace per five contact days shall not be less than 2.4 (any slower rate interferes with motivation) If mastery rate is too slow, teacher interventions are required.
    b. Accurate, real-time, student performance records must be maintained daily
    c. Assessment instruments and dynamic assessments protocols shall be standardized; maintaining instrument reliability and interrater reliability; within and between classrooms
    d. Data entered in MARC must be "clean" and must remain un-confounded.
    e. At the beginning of the academic year, students must start series at the number they ended the previous year. Accurate end "numbers" must be entered in MARC.
5. Expert Series and Challenge Series Inclusions and Selected Design Characteristics:
    a. Each content-subject series includes criterion referenced assessments with significant "depth of knowledge" demands.
    b. Each content-subject series includes reading comprehension questions.
    c. Each content-subject series includes writing (e.g., essay, short answer) questions.
    d. Each content-subject series includes nomenclature questions within content domain.
    e. Each content-subject series includes problem solving questions within content domain

Content Flexibility/ Family Knowledge Resources: *ALL* recognizes parents as valuable partners in the education of their children. However, *ALL* also recognizes that resources and opportunities vary widely between families. Consequently, those parents who can and will invest time and energy in their child's education are encouraged to do so. *ALL* encourages parents to embark, with their children, on their areas of passion or expertise. *ALL* will sometimes quote the Italian proverb, "There are many roads to Rome" (i.e., there are many ways to solve most problems), when children complain, "That's not the way my teacher does it." It is to a child's advantage to be exposed to divergent explanations and approaches to problem solving. *ALL* does not expect parents to teach their children, but does hope and encourage them to be involved in the instructional process.

Metacognitive Skills, Personality Traits, Soft Skills: Students receive intensive instruction in a variety of metacognitive and soft skill topics embedded within subject content instruction. Skills and strategies are explicitly taught, modeled, and reinforced from both declarative and procedural knowledge perspectives. Students receive ample opportunities to practice metacognitive and soft skill techniques while applying them to learning specific academic content. Additionally, instructors actively shape individual and group learning behaviors (metacognitive, soft, and trait) across all instructional domains (e.g., lectures, group learning, individual inquiry, etc.) Foci include: self-management; interpersonal competencies; team-working skills; critical thinking and problems solving skills; openness to learning and ideas; ability to cooperate and agreeability; conscientiousness; emotional intelligence; organizational and planning skills; communication skills; strategic thinking; self-monitoring and control. As students exhibit independence and gain competence, they take increasing responsibility for directing, planning, implementing and regulating their own learning. Metacognitive knowledge may develop independently of metacognitive regulation.

A culture of metacognitive awareness is a central to *ALL*'s view of "classrooms as learning communities." Implicit to this idea is that teachers and parents are not the ideal managers of all aspects of planning, monitoring, regulating, and feedback; rather, teachers and parents provide the transitional support necessary for students to experience academic success, but then "fade" support as students gain competence as strategic thinkers and active learners. Through direct instruction and guided practice in metacognitive declarative knowledge and strategies, members of ALL's learning communities learn to activate their "executive functions" (cognitive control over learning process), suppress impulsive behaviors (when counterproductive to group or individual learning,) and plan learning activities strategically. Skill specific strategies are taught in situ across learning domains (e.g., "Learning in a Lecture Environment;" "Optimizing Learning in a Seminar Format;" etc.)

Habitual fixed-pattern behaviors that are detrimental to learning (e.g., inappropriate orienting behaviors; attention seeking behaviors; disruptive behaviors; off-topic "trolling" behaviors) are supplanted with automatized "procedural" mental behaviors that are conducive to learning (e.g., working memory behavior in which one relates newly introduced idea to prior constructs while simultaneously extrapolating concepts not yet introduced.) Behavioral scripts, diffusion chaining, and overt shaping (principally successive approximations and feedback loop chaining) are utilized to automatize a host of metacognitive procedural skills and adaptive learning behaviors.

Assessment Strategies: Various assessment instruments utilized at *ALL* have related but distinctly different purposes. Some dictate placement of students in classes; formative assessments are fundamental elements of instructional feedback loops; Student Progress Reports provide summative assessments of each student's academic growth; student assessments are incorporated in evaluations of educator effectiveness (see: II.E.4 *evaluating school leadership and instructors*); Evaluation of school wide effectiveness and sub-school grouping including across grade level and gender (see: II.B.4 Assessment of Progress); and

assessment and evaluation strategies are used to measure subject content materials design effectiveness and pedagogy efficacy.

Placement Assessments: To ensure that new students are placed at their challenge level (ZPD), intake assessments are utilized to determine benchmark measures of each new student's functional level in each core subject area (language arts, reading, mathematics, science). Although transfer students are not required to pass qualifying exams for admission, before attending class, each new student's skills and knowledge are evaluated to determine appropriate placement. Performance indicators and metrics include data transferred from the previous schools, previous courses taken, grades, standardized test scores, and assessments that are aligned with ALL's curriculum offerings, including assessments of reading, mathematics, writing, and science topics. Academic placement of each returning students is determined by that student's prior year's Expert Trial and Challenge achievement levels.

Formative Feedback Loops: Expert Trials, Challenge assignments, homework, incremental exams, and projects provide formative and summative evaluations of individual student performance. Continuous formative evaluation of each student's progress towards their individualized goals is made possible through the Expert Trials and Challenge protocols. Both the instructor and students maintain independent dated records of progress towards defined goals. With the use of "MARC" (ALL's automated data analysis and management system), students, parents, instructors, and administrators have real-time access to "trend-analysis" predictions of individual student progress. Expert Trials and Challenges are fine-grained (they evaluate knowledge and skill acquisition in high detail), are administered at a high frequency (daily), are returned to the student only minutes after completion, and are immediately followed by a corrective "Need-to-know" feedback session informed by high quality student outcome data. (see: II.A.1.a. Expert Trials / Challenge Exercises / Homework).

Student Progress Reports and Midterm Progress Reports: End of term Student Progress Reports are mailed to each student's home address at approximately fourth-five day intervals. Midterm Student Progress "Trend Reports" (reports predicating end-of-term letter grades) are mailed home midway through each term. However, with the use of MARC parents, teachers, administrators, and students can view progress towards individualized goals in real-time (daily/hourly) over a secure internet link. The instructor enters raw data directly into MARC, where it is condensed, processed, and directed to various output reports, including the Student Progress Report.

The table that follows (pg. 17) is an example of a typical end-of-term student progress report. Because instructional level is highly individualized, column one (Subject Domains) and column eight (Instructional Series) will vary slightly within classrooms and substantially between classrooms. All instructional-assessment tools in each "Subject Domain" are consistently numbered, schoolwide.   Column two (Start Number) is the student's Subject Domain level at the beginning of the indicated term and column three (End Number) is the student's level at the end of the term. Then, their difference score is used to calculate the column four, Percent of Goal (individualized goal based on previous established learning "slope" curves, adjusted against cumulative average growth across all students' testing in this range and domain) score. Column five is the Letter Grade (A-F) based on the student's "Growth" relative to individualized

Goal. Column six indicates the student's functional grade level relative to the student's actual grade level (ABG-above grade level; ATG-at grade level; BLG-below grade level). Column seven (Subject Weighted Grade) is the student's grade (A-F) in the indicated Subject, averaged across variously weighted Domains (see: II.B.4.b.i. Description of how student progress is assessed).

Accelerated Learning Laboratory			Student Progress Report				Second Quarter

Student Name: _____
Absent Days_____
Instructor: _____
Grade Level: _____ Tardy Days_____

Subject Domains	Start Number / Level	End Number / level	Growth Percent of Goal	Letter Grade	ABG ATG BLG	Subject Weighted Grade	Instructional Series (The instructor has drawn a line drawn through those items that do not apply)
MATHEMATICS							
Expert Trials							Numeric Operations
Challenge Exercises							Intermediate Algebra
Mathematics Support Assignments							College Algebra
RHETORIC / Conventions / Rhetorical Devices and Tropes / Grammar / Parallel structure							
Language Trials and Challenges							Elementary Grammar / Writing Conventions / Syntax and Semantics
ORATION / gesture, voice, register, pitch, relationship with audience, ethos, pathos, logos, elocution, argument, organization, pace, phrasing							
Public Speaking Exercises							Assignments vary by classroom instructor
CROSS CONTENT COMPOSITION							
Style / Writing Quality							Prompts and objectives vary by classroom instructor
Penmanship							Penmanship Trials: Cursive, Print, OR Assessed Writing Component
Punctuation							Assessed Writing Component
Grammar							Assessed Writing Component
LEXICON / ORTHOGRAPHY							
Trials							Functional Phonics Series / Dictated Phonics Series / Lexicon Series
Challenges							Lexicon / Spelling Support Assignments
ORAL READING (includes fiction and subject content reading)							
Decoding / Phonetic Awareness							Varies by classroom instructor / Dynamic Assessment
Sight-words & Syllabic Awareness							Varies by classroom instructor / Dynamic Assessment
Comprehension / Inference Awareness							Varies by classroom instructor / Dynamic Assessment
Cadence / Fluency							Varies by classroom instructor / Dynamic Assessment
READING / Cross Content & Content Embedded							
Reading Assignments							General Science / Physical Science / Anatomy
Number of Books / Elective Reading							Student Selection
SCIENCE							
Expert Trials / Challenge Exercises							General Science / Physical Science / Anatomy & Physiology
Laboratory Challenges							Varies by classroom instructor / Series
SOCIAL STUDIES							
Political Science / History Trials							Varies by classroom instructor
Geography Trials and Challenges							Political and Physical Geography Trials & Challenges / Geography Support
FOREIGN LANGUAGE							
Speaking							Varies by class
Reading / Writing							Varies by class
FINE ARTS (Visual Arts)							Linear Perspective / Figure-Landscape Drawing / Art History
PHYSICAL EDUCATION							Physical Training / Swimming / Structured Activities
HOMEWORK							Average Percent on Completed Assignments

Personality Traits / Metacognitive Behaviors are predictive of academic and career success. Evaluation in this section represents the instructor's perception of your child's current functioning and tend to shed light on academic achievement and social adjustment.   H=HIGH M=MEDIUM L=LOW

PERSONALITY TRAITS	METACOGNITIVE BEHAVIORS	

Agreeable, Concerned about others, Good Intentions		Aware of the effect of "reciprocal shaping" on student-teacher rapport	
Cooperative, Willingness to compromise, Self-confident		Self-monitors attention (arousal, focus, intensity) and adjusts relative to need	
Optimistic, Trusting, Unselfish, Helpful, Impartial		Has deep knowledge of "Task End Analysis" procedures and automatically initiates	
Conscientious, Thinks before acting, Makes Wise Decisions		Accurately appraises the time and effort requirements of a task and plans appropriately	
Plans Ahead, Resists Impulses, High Self-control		Recognizes personal and physical resources that can be used to creatively solve problems	
Goal Oriented, Strong Self-efficacy, Self-disciplined		Aware of nonverbal communication (facial expressions, kinesics) and regulates appropriately	
High-drive, Persists Through Difficulty, Common Sense		Aware of "Locus of Control" concept, initiates challenging but realistic goals centered on effort	
Organized, Manages Time Effectively, Orderly		Recognizes the difference between impulsive behavior (feel like) and intentional behavior (want)	
Open to Ideas and Experiences, Adventurous, Creative		Reflects upon progress towards a goal, reassesses effectiveness of strategies, readjusts strategies	
Reliable, Hard-working, Completes Work On-time		Employs prior knowledge and experiences to plan, regulate, monitor, and evaluate own learning	

*Academic Growth Goal Percentage: represents percent of academic growth occurring, between the beginning and end of the indicated quarter, toward the students Individualized Achievement Goal (IG) in each subject. A student's IG is a realistic but rigorous targeted goal. It is within the student's ability with sustained effort.

Evidence that promises success for with anticipated students: Accelerated Learning Laboratory in Tucson, Arizona (*ALL-T,* opened in 1999) provides the model for *ALL-H* and is likely the best predictor of *ALL-H*'s future academic performance, as it employs the same curriculum and pedagogy as that of ALL-H. Additionally, *ALL-H* is expected to exhibit similar demographic characteristic as *ALL-T,* such as poverty rates ~40%, at risk students, special needs ~14%, English language learners ~13%, and at-risk students ~18%. Notwithstanding the significant challenges these demographics infer: *ALL-T* has a 100% graduation rate, 100% four year college attendance rate; large college scholarship/financial awards for its graduating seniors; many *ALL-T* students have been designated AP Scholars; an *ALL-T* student is the only student in Arizona to have earned the designation of "State AP Scholar" for two consecutive years (his junior and senior years); *ALL-T* students have won numerous first and second place awards at the state level in Science Olympiad, though *ALL-T* is about one-tenth the size of most the schools it competes against; an *ALL*-T student took first place in the "Chinese Bridge Proficiency Competition" for the "Southern California Region" and earned international distinction for taking 3rd place in the "World Chinese Bridge Contest in China;" and an *ALL-T* graduate was awarded a Fulbright Scholarship 2014. *ALL*-T has been designated an "A" school by the State of Arizona; and a Title I High Performance Reward School. The Washington Post recognized *ALL-T* as: America's 5th Most Challenging High School 2015; America's 24th Most Challenging High School 2014, America's 6th Most Challenging High School 2013, One of Twenty-two Top-Performing Schools with elite students in America 2012, and one of the highest average SAT scores (2015) in America. ALL-T students have been admitted to universities including Brown, Columbia, Dartmouth, Duke, Georgetown, Johns Hopkins, MIT, Notre Dame, Princeton, Stanford, etc.

2. Academic Philosophy. Provide a concise description of the applicant's core beliefs and academic values and how those beliefs and values inform the design of key elements of the proposed school.

General Academic Philosophy:

- Language ability, mathematical-logical reasoning, abstract thinking, cognitive power, and crystallized intelligence are not inextricably entangled with age
- Social factors, mental behaviors, and opportunity influence the acquisition of knowledge as much as chronological age
- Same age children vary in range of subject content exposure, depth of concept comprehension, and effectiveness of learning strategies.
- Segregating children into strict age groupings limits opportunities to develop diverse social skills, intellectual resilience, and cultural competencies.
- Strict same age grouping yields a childhood culture with a dearth of behavioral variance, propagates intolerance of individual difference, and diminishes children's native cooperative spirit.
- When age is the sole factor used to define classroom membership or academic content, the majority of students do not receive instruction aligned with their functional academic level.
- Effortful learning over an extended period of time can produce rapid learning and prodigious expertise (creativity/talent/skill/knowledge) at any age.
- Exposing children to abstract thought at an early age enhances the development of their thought processes and positively impacts their future learning ability.
- Exposing students to cognitively challenging tasks that require creative problem solving skills (Gf) can alter learning behaviors and enhance cognitive ability.
- Although aspects of fluid intelligence (Gf) may be heritable, it is affected by motivation, opportunity, and environment
- Crystalized intelligence (Gc) is affected by fluid intelligence, metacognitive behaviors, and personality traits
- Throughout childhood, every child may intermittently exhibit splinter skills indicative of brilliance that may stabilize with adequate reinforcement.
- Educational practices and subject content materials should stimulate students' innate thirst for knowledge and understanding.
- Intrinsic motivation should be the primary driving force for student learning. If not initially present, educational and behavioral practices can be employed to develop it.
- Childhood should be a period of: intense curiosity; unquenchable questioning; creative production; knowledge consumption; and tenacious pursuit of understanding;
- Childhood should be a sheltered period in which children develop adaptive behaviors, consistent with social morals, required to meet the demands of adulthood.
- Every child should be provided with the opportunity to develop his/her unique, emergent gifts and reap the subsequent rewards.
- Mistakes, corrective feedback, and renewed effort are part of a continuous process of improvement
- Classrooms in which students have decision making opportunities, operational responsibilities, and shared performance criteria, have better performance outcomes
- Fluid ability is multifaceted and can be uneven, across cognitive modalities in typical as well as learning disabled children.
- Many disabled children will achieve higher performance outcomes in a mainstreamed setting. As adults, mainstreamed children are more likely to function comfortably in normal

society.
- Students who self-regulate their behavior and learning, and who are participating and contributing members of classroom, are likely to experience academic success
- Proactive metacognitive, soft skills, and personality traits (although stable over time) can be taught and can enhance a student's ability to learn.
- Student learning behaviors influence comprehension, acquisition, retrieval, generalization, and application of knowledge.
- Learning-to-learn is a legitimate topic of instruction when presented in concert with curriculum content.
- Motivational factors influence attention, effort, working memory and the rate and depth of learning.
- Adult guidance and modeling can greatly impact a child's future values and behavior.
- With direct instruction in strategic thinking, students are capable of reflecting upon their prior experiences and making responsible social and academic choices
- Learning is not a single memorial processes but is a plexus of processes including conceptual scaffolds, cognitive maps, informational chunking, and generalizations.
- Organization and presentation of curriculum content influences student comprehension, retention, recall, generalization, and application of knowledge.
- The design of curricular materials influences student comprehension, retention, recall, generalization, and application of knowledge.
- Time limitations and the immensity of learning objectives require that effectiveness as well as efficiency be considered in the design of instructional materials and pedagogical strategies.
- The goal of formal education is not only the passage of content knowledge to the following generations, but includes development of insight and the promotion of creative, and nontrivial problem solving capabilities.
- Students perform better when expectations are clear and consistent
- Everyone has responsibilities as both student and teacher. Everyone has a responsibility to offer help to others. Everyone has the right to decline help.
- No one is capable of forcing anyone else to learn. Everyone has the right to fail however every student should be provided with an environment in which they can succeed
- Children who acquire the knowledge and wisdom to themselves become the bearers of civilization and the stewards of the next generation
- Opportunities for immediate and frequent feedback is an essential component of meaningful learning
- In the redesign and revision of instructional materials, stepping task difficulty based PZD derived from data driven analysis of past student performance can enhance the efficiency and effectiveness.
- Educators produce better outcomes when they are provided with formative feedback loops, in real-time, based on valid and reliable analysis of student performance data.

General Core Beliefs:
- Although difficult at times, learning should be enormously rewarding and immensely

enjoyable

- Educational success is best achieved through a partnership between parents, students, and community
- Every student is an equal member of the classroom, and schoolwide community with the same general rights and responsibilities as every other member.
- Every student has the right to learn. No one has the right to interfere with another's ability to learning.
- What is learned today will improve opportunities and capabilities tomorrow, for both the individual student and the community
- Every student has the right to access the highest quality education this nation is capable of providing, regardless of personal, cultural, or physical characteristics.
- Every student has the right to a high quality education that accommodates their academic needs, regardless of personal, cultural, or physical characteristics.
- Students who learn to reflect upon and self-regulate their own learning and behaviors, will amplify their academic, career, and social potentials
- Everyone in the *ALL* community is not only responsible for their own actions, but they are obligated to provide help and guidance to others.
- Regardless of individual differences, every student is worthy of respect and is capable of making meaningful contributions
- It is the responsibility of society to educate its children such that they become adults with the knowledge, wisdom, and cognitive resources to be worthy conveyors of civilization and stewards of the Earth.

II.A.2.b. *How beliefs and values inform the design elements of ALL:* Parents are encouraged to become involved their children's education, and students are encouraged to work in groups in which each they are regarded as a contributing community member. Instructors facilitate an esprit de corps ambiance and cultivate a supportive, risk-free learning environment where one student's success is not dependent on another's failure. *ALL* is dedicated to creating a learner-centered and knowledge-centered environment that maximizes the effectiveness and efficiency of learning activities and instructional practices. ALL is committed to improving student learning outcomes, instructor skills, the quality of curricular materials, and pedagogical efficiency through data driven design decisions.

Benchmark Growth Model/ Composite Classrooms: ALL incorporates a learner centered instructional model in which academic growth, from each student's individualized baseline, is given greater weight than reaching grade level standards. For the student who is already functioning well above grade level, setting a grade level goal might be a bit discouraging. For this student, *ALL* would set a goal that was rigorous but reasonable, even if it required completing AP calculus and AP physics in the eighth grade (not unheard of at *ALL*). For the student whose skills were so poor that reaching grade level within the foreseeable future was unachievable, setting a grade level goal may be a bit more than discouraging. For this student, *ALL* would set goals that were rigorous but reasonable, such that the student could experience frequent success, and that success will eventually lead to the acquisition of grade level proficiency standards. *ALL* recognizes that motivation and passion are increased when learning-

task-demands are within a student's ability to succeed with effort, but above a student's ability to succeed without meaningful effort; and recognizes that increased passion and motivation greatly expand students' ZPD range. *ALL* also recognizes that both success with little effort, and failure due to task-demands that require unreasonable effort greatly decrease motivation, passion, and students' ZPD range. ALL believes it essential to place students at the appropriate challenge levels where they can succeed with meaningful effort; not at their "cumulative failure level" where they simply get farther and farther behind. When students, who do not possess the required skills to reach grade proficiency standards, are segregated into classes based on only grade level, they are unlikely to succeed. When students, who have already exceeded grade level proficiency standards, are segregated into classes based on only grade, they are unlikely to reach their potential. In both cases, our society suffers.

ALL's "benchmark" growth model produces accelerated academic growth and offers realistic hope for students who are behind—that they will eventually meet or exceed grade level expectations. Ironically, *ALL*'s growth model also offers pronounced advantages to advanced students who are curious about everything, motivated by scholarly achievement, and recognize the enduring benefits of academic success. No student is required to wait for an instructor or other students to progress. ALL's instructional strategies (which address broad variations in student knowledge) include an open-ended content design which allows students to progress at their own pace without being restricted by either grade-level-content barriers or lock-step-pacing. Students work at their challenge level and ceiling effects (grade-level-content barriers) have been removed.

With the realization that a school is comprised of individuals whose learning characteristics vary from student to student, it follows that students possess needs specific to their particular strengths or weaknesses. As a consequence, each student has a unique learning profile. At *ALL*, students receive instruction at their functional level. They are allowed to benefit from their unique cognitive resources and receive resources consistent with their needs. Curricular materials are sequenced and stepped to challenge but not overwhelm the students. Although students are empowered to control their own progress, they are required to meet or exceed specific minimum growth goals. Students are expected to progress towards these goals commensurate with their prior knowledge and cognitive characteristics. Over time, most students can be expected to accelerate beyond traditional grade level expectations. However, if a student is n-ot learning at a rate commensurate with ability, teachers and staff do 'what-ever-it-takes' to ensure academic success. Students are expected to achieve mastery as demonstrated by objective and clear outcome criteria. Each student accrues a cumulative portfolio that testifies to the breadth and depth of learning achievement. Instructional level is not constrained by a student's age or grade. Classroom spread relative to students' academic level and learning behavioral profiles, is reduced through the use of multi-grade classrooms. Students are selected for classroom membership based on academic level and learning behavioral profiles not age or grade. Multi-grade classrooms support appropriate instruction level for each student. Additionally they provide for a mix of older and younger children, facilitating a broad range of natural and desirable social behaviors (e.g., nurturing, spontaneous cross age cooperation, teacher-learner flexibility).

Self-monitored Learning: Teaching practices utilized at *ALL* help students form meaningful associations between what they have learned and what they are learning. Declarative knowledge, procedural knowledge, and the development of "learning to Learn" skills are taught through direct intensive instruction. Students come to understand that learning is a cumulative lifelong process, not an all-or-none mental state. Students come to realize that they are in control (locus of control) of their own academic success and that their efforts will be rewarded both in the long-term and short-term. Students are encouraged to be strategic thinkers and are explicitly taught metacognitive skills embedded within the instruction of subject content. Pedagogical practices provide for a large variety of authentic applications of cognitive skills which facilitate academic success such as strategic planning; organizational chunking; task analysis; domain analysis; logical extrapolation; hierarchical knowledge trees; learner activated metacognition; soft-skill development; and development of desirable personality "traits" (conscientiousness, openness, and agreeableness). *ALL* helps students develop active learning and self-regulated behaviors, and encourages students to control and direct their own education towards defined goals. Learning expectations are rigorous yet within reasonable anticipations that each student can meet their individualized goals with effort. Each academic year, students pick up from where they left off the previous year in both declarative knowledge, and procedural knowledge acquisition.

3. Anticipated Student Population. Describe the anticipated student population the proposed school plans to serve, including, among other things, the projected percentage of students eligible for free and reduced lunch. Explain why the proposed school anticipates that the student population described above will enroll in the proposed school. Include, as **Attachment C (5 page limit)**, a listing of the DOE complex area(s) that these students will most likely come from and a listing of both public and private schools with the grades the proposed school plans to offer that are located in the same areas that the proposed school plans to pull its student population from.

The anticipated percentage of total population is as follows: 43% poverty level; 32% performing before grade level; 5% gifted; 14% IEP; 13% ELL; <2% Homeless; (HCY), 18% at risk of dropping out (some students will likely fall into multiple categories).

ALL-Hawaii anticipates a relatively diverse population of students. Based at other school populations in the target areas, the highest percentage of students are likely to be Asian followed by Caucasian, a smaller percentage of African Americans, and the smallest ethnic group percentage is anticipated to be Hispanic. *ALL* anticipates its enrollment to originate primarily from the housing development in which its campus is located. ALL expects the majority of its enrollment will represent new growth (students moving into the development, an unknown but sizable percentage of new residents will likely originate off-island), but a lesser percentage of its enrollment is expected to be drawn from the surrounding community and existing schools.

ALL's Vision contains quality-of-life and social responsibility objectives which are reflected in its intent to be an integrated component of a planned community: where residents experience esthetically rich and comfortable lifestyles, in close proximity to activities that occupy most of

the time in their lives (work, education, recreation); where pedestrian access is encouraged; where social resources can be efficiently shared; and where individual human impact on the environment is minimized. Proximity, convenience, avoidance of traffic, reduced time on the road, ease of living, and ease of access to extracurricular activities are likely to be strong motivators for children who live in the development to enroll in *ALL*. As *ALL* earns a local reputation, other factors are likely to generate a wider interest, including: 1. *ALL*'s proven ability (due to its scientifically based pedagogy and proprietary curriculum) to greatly improve academic outcomes for most motivated students, across a broad range of ability levels, SES stratifications, and cultural mixes. 2. Families with academically advanced children might select *ALL* because of its high academic standards, above grade level instruction, and pedagogical and organizational structure that effectively removes the level of instruction ceiling effect. 3. Families with less academically advanced children may select *ALL* because ALL groups students on the basis of "function level" and individualized need, not "failure threshold," and *ALL*'s ability to produce multiple years of academic growth in a single year. 4. Others may enroll in *ALL* due to its egalitarian, inclusive, and civil culture.

B.   Curriculum and Instructional Design

1. A clear description of course outcomes for each course at each grade level.

See attachment D for a clear description of course outcomes for each course at each grade level.
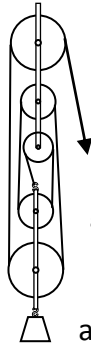
2. A clear description of the rigorous academic standards that will be used at the proposed school. The description must include, provided as **Attachment D (no page limit)**, a map or list of each standard that will be addressed in each course at each grade level and demonstrates vertical alignment from grade level to grade level. The description must also include a rationale for inclusion each set of standards that proposed school plans to adopt that demonstrates an understanding of how each set of standards will contribute to the success of student learning under the Academic Plan.

See attachment D for a clear description of course outcomes for each course at each grade level.

3. A description of the materials that have been selected and an explanation that clearly demonstrates how the materials support the Academic Plan. For grade levels and courses that do not have curriculum materials selected, a reasonable and sound timeline and description of how the materials will be developed or selected and a list of individuals that will be involved in the development or selection process. If the proposed Academic Plan includes a *virtual* or *blended learning program*, include a clear description of the online learning curriculum program(s) and a reasonable rationale for the selection of the curriculum program(s).

Description of Academic Materials: Expert Trials / Challenge Exercises / Instructional Resources:

ALL utilizes proprietary instructional materials that are summative evaluations (provide measures of growth and proficiency in addition to providing diagnostic data) as well as formative teaching tools (provide students with feedback that is used to improve comprehension, and provide instructors with feedback that is used to adjust and refine teaching practices). The process of completing the required assignments and exams generates data that is evaluated and used to assess student knowledge and skill, and guide further instruction. Specific learning materials include "multi-year content streams" and single year "course" content streams. Additionally, proprietary instructional materials are provided to assist instructors and students with difficult concepts and skill acquisition, including written and graphic *Subject Content Support* resources that are keyed to specific "Challenges" and "Experts," along with concrete models and specialized equipment (laboratory equipment, artifacts, kits) that augment lectures, demonstrations, discussions, and experiments. The support materials include technology integration, as the internet's resources are of significant value and provide for stimulating multi-media presentations. Software applications and web based instructional support tools are made available to both students and instructors. Many assignments and activities require internet connectivity, and instructors may access the internet and exhibit the output on large format LCD displays, during lectures or whole-group discussions. Content in many subject areas is also supported with traditional texts and reference resources.

Various multi-year content streams are comprised of instructional instruments, which are graduated by difficulty; these instruments are numbered in the sequential order each item is expected to be "mastered." Content streams are comprised of "Expert Trials" and "Challenge Trials." Expert trials require students to achieve mastery-level understanding and recall of concepts, including declarative knowledge, manipulation of constructs, and consolidation of newly introduced concepts with previously learned concepts. "Challenge Trials" require students to apply concepts that require procedural knowledge and skills, and that require the transfer and generalizations of knowledge. Multi-year content streams cover content-subjects that are expected to be taught over two or more years; For instance, the "Numeric Operations" series begins with "counting" at an appropriate level for kindergarten, and it ends with content that might be seen in a traditional "College Algebra" class. The time required to complete any particular subject content stream is highly variable between students; however, there is a minimum trial-rate-per week requirement within each stream. Experience has demonstrated that over 80% of the students who have attended *ALL* (beginning in Kinder or first grade) will complete the Numeric Operations Series between 5th and 6th grades; some complete the series much earlier.

Multi-year content streams include: Reading and Writing Series; Penmanship Series; Orthography Series; Visual Arts Series; Anatomy and Physiology Series; Physical Science Series; Earth Science Series; Syntax and Semantics Series; Literature and Rhetoric Series; Numeric Operations Series; Political and Physical Geography Series; and Lexicon Series (see: II.A.1.a.

Instructional Methods). In addition an AP format option is provided for very advanced students in 7th and 8th grades.

Single year "course" content streams are rigorous and designed to be completed within a single year. Of course, some students time-to-completion may require more than a single year. Single year courses are comprised of "Expert Trials" and "Challenge Trials" and are numbered in the sequence each level should be mastered. (See: II.A.1.a. Instructional Methods). Expert Trials are formative "power" evaluations that flow in a continuous feedback loop. They provide fine-grained learning as well as data on a daily schedule that drives the pacing of instruction, student and instructor interventions and informs in-service needs. Trials have a self-leveling design. Expert Trials provide objective measures of mastery knowledge. Challenge Exercises are formative evaluations of the fluid application of knowledge and its generalization.
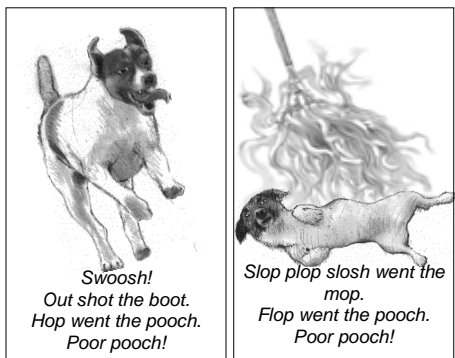
Lexicon Series: This standalone series involves the study of American-English word forms, specialty-use words, and words representing higher order constructs (vocabulary infrequently encountered in casual conversation) arranged in conceptual families along with the study of orthography. Included are: Latin and Greek morphemes, affixes; prefixes suffixes, infixes, agglutination (of morphemes), root words, collocations (word strings, fixed expressions), compound words, loan words, idiomatic expressions, irregular word forms, acronyms, inflections, word derivatives, phonemes (distinctive unit sounds), confused and frequently misused words, frequently misspelled words, phoneme-grapheme variations, specialized words and language used in various academic, social, historical, and cultural contexts. This series overlaps with subject disciplines across the curriculum. Comprehension is the reason for reading, and vocabulary plays a significant role in comprehension. Additionally, the Lexicon series is revised every few years. Revisions add new lexical "families" and extractions from widely distributed scholarly readings; revisions are also guided by item analysis output generated within MARC's integrated environment. From its beginning, this series advances in increments from constructs with low cognitive demands to its culmination with constructs that require substantial cognitive sophistication.

Penmanship/ Letter Recognition/ Letter-Sound Association Series: This series is heavily layered (previously learned skills are reinforced in the process of acquiring new skills). The course includes whole class writing activities joined with individualized, untimed Expert Trials and Challenge Exercises. This series can be introduced in preschool or kindergarten and completion is expected to be reached by the middle of second grade, if not sooner. Over forty percent of students who begin in kindergarten will likely finish the ball-and-stick portion of this series by the end of first grade. Entering students are assessed for proficiency and placed at the appropriate level.

The Penmanship Series may overlap with the Orthography Series. Exercises are designed to improve fine motor skills; develop application knowledge of calligraphic techniques; improve discrimination recognition between similar graphic symbols; automatize students' handwriting (by "chunking" letter strings into phonetic units and encoding high frequency letter combinations into "muscle memory" gestural movements); and develop letter-sound

associations as well as letter-symbol associations. Throughout this series, care is taken to introduce constructs in a manner that enhances retention and recall while decreasing interference. It is generally accepted that motor learning is easily automatized yet difficult to extinguish once dysfunctional learning has been habituated (that is, bad habits are hard to break). Exercises in this series target specific skills through a strategy of holding all (or as many as possible) variables constant while the factors that delineate the targeted visual discrimination or motor skills are varied. A simple strategy related to this concept can be easily visualized by studying the organization of letters presented during whole-class symbol discrimination and writing exercises (e.g., oad-oce-ocu-dbpq-gy-uy-oadg-ft-vr-ij-nhk-unmwv-sz VWMNZ-KXY-HFEBA-ITLJ-UCOQG-DPR-ZS 62-5380-17-94). Other targeted procedural skills include alphabetization of words and initial sound recognition. Initial sound recognition is accomplished by requesting students to read and write words that vary across initial sounds while ending sounds are held constant (pattern words) thereby reducing cognitive load and promoting generalization (e.g., at, bat, cat, fat, hat, pat, rat, sat; an, ban, can, Dan, fan, man, pan, ran, tan, van; etc.). Fine motor skill dexterity is targeted, with an emphasis on producing legible and appealing graphic symbols in print using modified ball-and-stick model and in cursive using simplified D'Nealian script as a model. Within the first week of kindergarten, most students should be reading (with cadence), writing, and comprehending sentences similar to, "The fat rat sat on the cat in the flat hat."

Swoosh!
Out shot the boot.
Hop went the pooch.
Poor pooch!

Slop plop slosh went the mop.
Flop went the pooch.
Poor pooch!

Orthography/ Reading and Writing Series: This series includes class-wide choral reading of lexically controlled texts aligned with formative Expert Trials and Challenge Exercises, which are designed to expedite the transition from simple letter recognition to fluid reading with comprehension. In this series, Experts and Challenges are each independently numbered, but the units align. This series should be initiated by the beginning of the second quarter of kindergarten, if not sooner for advanced students. The Orthography series enables students to build large repertoires of sight words and phonetic decoding skills in a relatively short period of time, while at the same time building on previously mastered skills.

It begins with simple English language conventions, such as phonetic spelling and pronunciation patterns (i.e., fat-fate, hat-hate, rat-rate, bit-bite, kit-kite, an-and, ban-band, kiss-kill, miss-mill, rat-rot-rut, rate-rote-rite, beak-bleak-streak-creak-wreak-weak). It progresses to develop deeper phonemic awareness within the context of words and simple sentences (*short and long consonant and vowel sounds; consonant blends bl, cl, fl, gl, pl, br, cr, dr, fr, gr, pr, tr, sk, sl, sp, st, sw, spr, str; digraphs ch, sh, th, wh, ng, nk; diphthongs oi, ow, ou, oo as in book, oo as in moo; and control "r"*). Expert Trials introduce pattern words by initial sound (*e.g., cot dot got hot not / let get met jet bet set / bun fun pun run sun / bin din fin kin pin sin tin / Ken men pen ten den hen / bag gag nag rag sag tag*), and the Trials progress through identification and manipulation of phonemes in structured word families (with intent of reducing the deleterious learning effects of high frequency English words that exhibit the highest rate of irregularities).

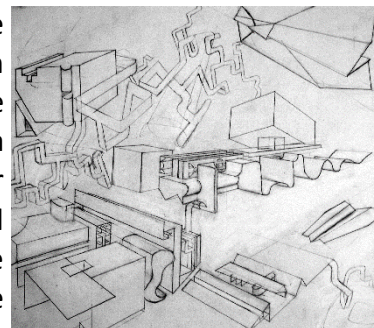Expert Trials culminate with compound words, simple morphemes, root words, and inflected words.

As students move through higher Challenge levels, words from Expert spelling trials are incorporated into sentences that are read as a whole-class choral, and they are practiced with various vocal intonations that alter meaning and/or are associated with punctuation (e.g., Challenge Exercises require students to individually compose sentences from a restricted list of pattern words and sight words). Higher Challenge levels introduce capitalization conventions (beginning sentences, proper names and places) and punctuation conventions (end punctuation) are introduced and required for mastery. The even higher numbered Challenge Exercises introduce parts of speech (nouns, verbs, adjectives, pronouns, conjunctions) and more sophisticated sentence structures with antecedents and transitions words.

Syntax and Semantics Series: This series is comprised of Expert Trials and Challenge Exercises combined into one series, which follows a numbered sequence. This series also incorporates short writing assignments, direct instructions, and rapid formative feedback, so the students acquire facility with standard English conventions.

There are numerous concepts covered: parts of speech (nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, and interjections); inflections (plurals, comparatives, etc.); sentence types (declarative, interrogative, exclamatory, imperative); tense (simple present, present progressive, simple past, past progressive, present perfect simple, present perfect progressive, past perfect progressive, future simple, future progressive, conditional simple, conditional progressive); person (first, second, third); case (subjective, objective, possessive) word order (SV, SVO, SOV, VSO, OVS etc.); Clauses and sentence structures (simple, independent clause; compound, multiple independent clauses; complex, independent clause with at least one dependent clause; compound-complex, multiple independent with at least one dependent clause). Additionally, parallel sentence structure, rhetorical devices and figurative language Exercises are included.
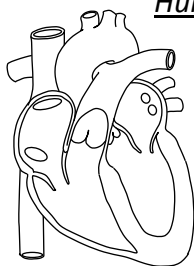

Visual Arts Series: This includes Challenge Exercises only, and it can be paired with cross content-subject exercises. The Visual Arts Challenge sequence includes a Two Dimensional Drawing Module, Color Studies Module, and Three Dimensional Design Module. The Drawing Module covers linear and curvilinear perspective (one point, two point, four point, spherical, and natural); relative motion and/or vantage of viewer (rotation, inclination, radiation, and all permutations); atmospheric perspective; drawing from nature; and portrait and figure drawing. The Color Studies Module covers the anatomy and physiology of color perception; color physics; and simultaneous contrast studies (in the manner of Joseph Albers). The Three Dimensional Design Module includes: scale model design (drafting); scale model materials and techniques; materials and cost estimation, fundraising, construction planning and scheduling;
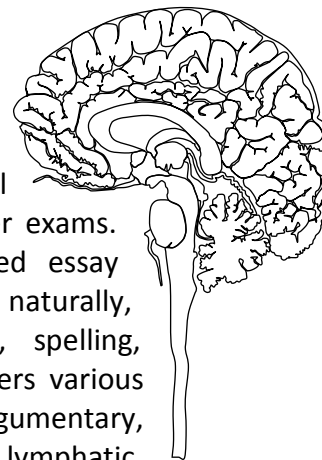
full scale building and finishing techniques. Final group challenges have included the carrying out of a full scale building project.

Human Anatomy and Physiology Series: In this series, Experts and Challenges are sequentially numbered. Experts exclusively test for students' capacity to accurately recognize, label, and understand anatomical components; experts do include short answer power exams. Challenge Exercises are all comprised of extended essay questions that overlap with writing classes, so, naturally, composite scoring (which evaluates punctuation, spelling, grammar, and word usage) is used. The Human Anatomy Series covers various human structures and systems, including skeletal, muscular, integumentary, digestive, dental maturation, renal system, respiratory, cardiovascular, lymphatic, nervous, and endocrine.

In addition to the content-subject series previously mentioned, textbook support and course reference texts are reviewed and supplemented on a year by year basis; current adoptions include: Hewitt, Paul G. *Conceptual Physical Science*/ Comparative Politics: Barrington, Lowell. *Structures & Choices*/ Bittinger, Marvin L. *Intermediate Algebra*/ Rockswold, Gary K. *Algebra and Trigonometry with Modeling and Visualization*/ Hughes, Deborah. *Calculus: Single Variable*/ Moore, David; McCabe, George; Craig, Bruce. *Introduction to the Practice of Statistics*/ Brown; LeMay; Bursten. *Chemistry: The Central Science*.

II.B.3.a. Courses that do not have curriculum materials selected/ Timeline and description of how materials will be developed or selected: Each instructional series is reviewed for instructional and evaluative effectiveness, and then refined yearly. Each item within each series is analyzed, against the appropriate cumulative data stored in MARC's integrated environment, relative to item difficulty, discrimination power, and item characteristic curve. Instructional concept modules (groups of Experts and/or Challenges aligned with a specific concepts within a subject) are evaluated for ceiling and floor effects, both of which can negatively impact student motivation if managed poorly. Revisions are guided by this output. This is in process throughout the year and completed by late July of every year; revisions are prepared for the next academic year.

Additionally, *ALL* anticipates selecting reference texts, possibly generating specific content, and performing specific revisions appropriate to the geographic location, culture, and *ALL*-H student population. Such selections and revisions will commence when there are concrete indicators that there will be an *ALL*-H population, and the process will be completed within a calendar year of the date such process commences, if not sooner.

II.B.3.b. Individuals involved in the development and selection process: David L. Jones, Jennifer Wittman, Marcus Calhoun-Lopez, and Brianna J. Jones have been involved with development and selection.

4. A clear list of academic goals and targets and a description of how the proposed school assesses the progress of individual students, student cohorts, and the school as a whole on the identified goals and targets. The description must clearly explain the how the identified assessments will accurately measure progress toward the identified goals and targets.

General Assessment Objectives/ Assessment of Progress: A variety of assessment tools utilized at *ALL* produce overlapping data streams that have related but distinctly different objectives. Such assessments include: Appropriate placement of students; Reports to parents or guardians of assessment outcomes documenting their child's progress towards individualized student learning objectives (SLO); Providing students with individualized data driven, feedback (assessment) loops with which they can monitor and use to adjust their own progress; Providing instructors with data driven real-time feedback loops, with which they can monitor teaching effectiveness in each content subject; Providing administrators with data driven real-time feedback loops with which they can monitor instructor effectiveness, by content subject, by grade, by student demographics, and the school as a whole; Guiding the selection of in-service training topics; And providing data driven evaluations that can inform the further development and revision of subject content materials and pedagogical strategies.

List of Academic Goals and Targets: Within the MARC Environment (see: *II.B.4.b. MARC)*, fine grained student performance data is evaluated and output reports are automatically produced. The reports include many of the goals and targets, listed below (see ATTACHMENT I):

- By the first day of the schoolyear, each enrolled student shall be assigned a rigorous but realistic individualized "yearend" (end of the schoolyear) academic growth goal in each content subject, relative to each student's baseline measures, grade benchmarks, instructional level, performance level, calculated average learning curve trend (past growth performance).
- Each student's yearend-goal, in each content subject, shall be divided into "midterm," and "quarter-end" academic growth goals for first, second, third, and fourth quarters, relative to the number of weeks in each quarter.
- Each student's quarter-end-goal, for the first quarter shall be divided into "weekly" and "daily" academic growth goals in each subject area, relative to instructional days.
- Between the end of the first quarter and beginning of the second quarter, each student's first quarter-end-goal shall be reviewed and if necessary, adjusted to reflect a rigorous but realistic yearend-goal, second-midterm-goal, second-quarter-end-goal, weekly-goal, and daily-goal; likewise for second quarter to third quarter, and third quarter to fourth quarter.
- Student performance, classroom-wide shall be ranked on the basis of "preparedness" within each content subject. Each subject ranking shall be divided into three coherent (meaningful cut scores) clusters. Each subject-performance-cluster shall be assigned rigorous but realistic yearend-goals, first-midterm-goals, first-quarter-end-goals, weekly-goals, and daily-goals; based on cluster averages.
- Student performance, school-wide shall be ranked on the basis of "preparedness" within each content subject. Each subject ranking shall be divided into three coherent clusters. Each subject-performance-cluster shall be assigned rigorous but realistic goals

- MARC will automatically compile various other classroom-level and school-level demographic subject-performance-clusters, and assign rigorous but realistic goals based on a given algorithm.
- When there is more than ten percent variance between a measured outcome and goal, MARC shall produce output detailing such variance on a daily basis over time.

Additional Academic Objectives

- Students shall continuously develop and refine metacognitive and behavioral skills requisite for future academic achievement, college readiness, career success and responsible citizenship.
- Students shall continuously gain, develop, and refine their procedural and declarative knowledge and progress in math, reading, science, and language proficiency such that the majority if not all students meet or exceed 8th grade ACT benchmarks, articulated AMO's and SBA "on track" targets.
- Progressing over time, the school as a whole shall demonstrate high levels of academic growth and high levels of academic proficiency across all content subjects by all students.

Assessment of the progress of individual students, student cohorts, and the school as a whole toward identified goals and targets: A growth model of academic achievement is used in determining individual student, student cohort, classroom-level, and school-level progress towards identified goals and targets. Group academic performance is evaluated on basis of averaged individual student performance within the defined group. At the beginning of the school year, specific academic goals are delineated for individual students, classrooms, subgroups within classrooms, cohorts, and the school as a whole. Goals for various groupings are determined by averaging the outcome history (learning curves and baselines) of individual members within the particular group and adding a rigorous but realistic growth factor for each content-subject (see: Attachment I, Form "A" and Instructions). Reduction in academic variation within each classroom increases achievement outcomes for all students. This reduction of variance is achieved by aggregation of students with similar baselines within each classroom.

MARC (Measurement and Analysis Report Compiler): "MARC" (*ALL*'s automated data analysis and management system) is a repository for raw data related to academic performance, collected from sources such as formative evaluations (Expert Trials, Challenges, Homework, etc.), summative exams, and standardized tests (ACT, SBA, etc.), as well as from sources ancillary to academic performance, such as raw data collected from parent and student perception surveys, student attendance, and educator in-service training attendance. MARC is equipped with specialized algorithms and statistical tools so as to perform a variety of collection, organization, analysis, graphing, and reporting tasks. Among the significant advantages MARC makes possible is the ability for parents, teachers, administrators, and students to view student progress towards individualized goals in real-time (daily/hourly) and to view simple to understand predictions (graphs) as to whether progress towards goals is on-track. Within the MARC Environment, meaningful and measurable academic data relevant to student progress and proficiency, educator and school performance, and pedagogical and instructional material effectiveness is collected and stored in rational data arrays; when analyzed, such data provides valid and reliable indicators with which to drive wise and informed

educational choices. Students, parents, instructors, and administrators have variously restricted (secure) access to MARC's output reports on line.

MARC Continuous assessment of academic progress towards goals in real-time: Direct input protocols greatly reduces instructors' data collection and analysis efforts, leaving instructors with increased opportunity for high quality student contact time. The instructor enters raw data directly into MARC. The user interface is designed to look like an incentive chart. The instructor simply enters the date of mastery or a "c" for the current date. This simple yet powerful interface metaphor allows for rapid acclimation to the software by the faculty. Once entered, the data ~~where it~~ is automatically processed, analyzed and directed to various output reports. In each core content-subject, *ALL* utilizes a series of criterion referenced proprietary instructional and evaluative materials. Each content-series contains "Expert Trials" (mastery power-exams) and "Challenge Exercises" (application/ procedural knowledge assessments) that are sequentially numbered. Numbers correspond to discrete topics within the general subject of each series. Student "mastery rates" across series numbers, on these instruments, together with outcomes from various types of dynamic assessments, generate continuous data streams, within each content-subject, which measure student growth over time. MARC analyzes these data streams together with other relevant factors such as item p-values and SBA outcomes. The report that is produced includes, among other things, a prioritized list of discrete topics, within each content-subject, arranged by the greatest need of instruction for the largest number of students. The instructor uses this information to fuel continuous feedback loops. This information provides many opportunities for educators to modify instructional practices, interventions, goals, and targets (group of students or individual students) based on data driven judgements relative to progress. MARC automatically "flags" (graphically and with an audible alarm) individual student and group performance (interval linked growth towards defined goals) with a measured variance of greater than ten percent from goal. Both performance that falls below and exceeds targeted goals is flagged. Additionally, MARC also collects and analyzes data concerning the number of times each Expert or Challenge has been attempted prior to mastery and the frequency of proctored opportunities.

Expert Trials, Challenges exercises, and other dynamic assessments across all core content subjects, provide fine-grained and frequent (daily) measures of content knowledge which inform corrective *Need-to-know* feedback sessions (see: II.A.1.a. Need-to-Know Discussions). "Expert" and "Challenge" numbers are expected to correlate with, and be predictive of, student outcome scores on standardized exams (e.g., SBA) normed on grade level benchmarks. Each student's progress is recorded daily in MARC, and progress within the core subjects towards specific individual and group goals, along with long-term and short-term "trend" predictions, are automatically calculated and reported within the MARC environment.

Students may progress at varying rates, but each student is assigned individualized growth goals in each content subject series. In most cases, it takes several years for a student to complete a specific content series. At the beginning of each year, each student begins on the "number" in each subject series where s/he finished the year before. This number suffices as the returning student's baseline measure. Baselines are ascertained for new students by utilizing summative criterion referenced intake evaluations which inform placement decisions. Each student's baseline measure is used to gauge progress (growth). Students and parents

and/or guardians are provided with summative reports indicating incremental progress (difference measures) or growth from the student's measured baseline scores towards the student's individualized goal (see: II.A.1.b.iii. Student Progress Reports). Students receive explicit in situ training and direct instruction in metacognitive strategies. Students are trained to monitor their own progress, reflect upon inputs (effortful learning procedures), and outcomes and adjust learning strategies and/or behaviors (see: II.A.1.b. Metacognitive Skills).

MARC uses MySQL as a back-end relational database. The server-side scripting language PHP then generates dynamic webpages via SQL queries to the database. AJAX (asynchronous JavaScript and XML) techniques allow the teachers to enter scores without the need to reload the webpage thus allowing rapid and efficient processing of data. The only software required to access MARC is a standards compliant web browser (e.g. Internet Explorer, Google Chrome, Firefox, or Safari). Communication with the server on which MARC runs is over the secure protocol HTTPS. Username and password authentication is handled by the Apache HTTP Server, the world's most used web server software. Once logged onto MARC, users have access only to the data to which they have explicitly been given access. Multimedia presentations (e.g. graphs) are displayed on the user's web browser through the use of HTML5.

5. A clear and comprehensive description for how instructional leaders and teachers will use student data to administer, collect, and analyze the results of diagnostic, formative, benchmark/interim, and summative assessments to inform programmatic and instructional planning decisions and make adjustments to curricula, professional development, and other school components. The description must clearly explain the roles and responsibilities of the instructional leadership team in overseeing teachers' progress toward helping students meet their identified goals and targets and clearly describe the formalized process and supports that will enable teachers to reflect on student progress and adjust their instruction accordingly.

II.B.5.a How instructional leaders, and teachers collect, and analyze data: (see: *II.B.4.b.MARC Measurement, Continuous*) Within the MARC Environment Administrators and teachers use different dashboards tailored to their needs, however both enter raw data directly into MARC and both receive similar prescribed output reports. MARC automatically analyzes specific datasets based on preset algorithms, however the user (with appropriate authority and adequate knowledge of statistical analysis) can perform correlations, component analysis and other types of statistical analysis. Output reports and graphs, by default are digital but may be printed hardcopy. MARC automatically produces output reports, including graphs, numerical data, and explanatory rhetoric such as (*II.B.4.a*):

- Recommendations for optimal classroom membership is determined by using weighted criteria including: past academic performance; past academic growth; present proficiency; present functional level; current content-series; past measurement of metacognitive functional level.
- Recommendations for each student's individualized growth goals in each content-subject; based on time weighted previous performance, proficiency objectives, school growth targets, average "*p* value" (difficulty level) of the content-series the student is working on,

and other available measurable and meaningful factors (corollaries),

- Time series forecasts of future achievement, and proficiency benchmarks in each content-subject, for two years in the future, by quarter; based on past performance,
- Trend analysis of each student's progress towards meeting their individualized goals; based on regression of the current years' time series data points and extrapolation,
- Analysis of "on-track" status for each student in meeting individualized goals by the end of the week, quarter, and year in real-time,
- Each student's progress towards meeting their individual goals in each content-subject, in real-time,
- Projection of the "level" each student will achieve, if progress remains the same.
- Estimation of how progress will need to change to meet defined goals.
- Various "group" reports reflecting the above examples are also automatically produced and available, including: classroom-level, school-wide, cohort, by subject, by gender, etc.

II.B.5.b. Instructional leaders' roles and responsibilities regarding use of student data/ Description of how student data is used: Instructional leaders are expected to visit every classroom at least twice each day and informally observe instruction and/or casually examine and briefly acknowledge (preferably nonverbally) exemplary student performance that is supported with objective data. *ALL*'s "Cognitive Learning Project" Designers, over many years, in many schools, across diverse SES populations has observed that consistent Principal visits, lasting as little as three minutes, twice each day (in which attention is given to various forms of student outcome data) produce measurable gains in teacher and student performance.

Instructional leaders are responsible for logging into MARC and reviewing student performance output at the school-level, classroom-level, and other groupings across all content-subjects and in all classrooms, daily. Instructional leaders are responsible for viewing "flagged" (see: *II.B.4.b.MARC Continuous assessment*) output reports and executing appropriate interventions in a timely manner. Instructional leaders are responsible for overseeing teacher performance and frequently reflecting upon highly effective instruction and ineffective instruction in consultation with the respective teachers. Instructional leaders shall ensure such reflection is performed with the minimum investment of teacher time, maximum praise, and minimum self-consciousness. In other words, exceptional accomplishments and ineffective instruction should be recognized as soon as they are detected (measured); consultation meetings must be short; and instructional leaders must be supportive. Instructional leaders are responsible for designing, overseeing, or executing appropriate professional development that has a high probability of improving student academic outcomes; informed by reliable measures of educator needs, including those generated through the MARC Environment.

Within the MARC Environment, instructional leaders are responsible for monitoring student progress towards individualized goals and for viewing flagged individual student outcomes schoolwide, by each content-subject. Leaders are responsible for monitoring teacher interventions supportive interventions for poor student performance and/or for acknowledging exceptional student performance, in a timely manner. Instructional leaders are also

responsible for implementing appropriate interventions when viewing flagged "off goal" events in other demographic or otherwise defined groupings.

Instructional leaders are also responsible for overseeing the implementation and yearly completion of educator evaluations, as articulated in ALLMEE (see: ATTACHMENT I, H); they're also responsible for ensuring that school-level raw data is accurate and entered into the MARC Environment, including but not limited to teacher attendance at professional development; student absence days; teacher attendance at extracurricular events; sponsorship of activities; Performing observations.

II.B.5.c.<u>*Teachers' roles and responsibilities regarding use of student data/ Description of how student data is used to inform instruction*</u>: Teachers roles and responsibilities regarding the use of student data include:

- Properly entering each student's academic mastery/retake data (e.g., Expert, Challenge, assignment) directly into MARC in a timely (daily) manner (see: II.A.1.a. Expert Trials, Challenge Exercises),
- Ensuring that confidentiality safeguards (FERPA) regarding student data are maintained,
- Within the MARC Environment and during normal classroom operations, teachers are responsible for monitoring student progress towards individualized goals
- Viewing flagged "off goal" individual student, class-wide, and targeted group outcomes, across all subjects and planning effective interventions.
- Monitor students' timely progress towards their individualized goals and assist when required
- Providing students with explicit metacognitive instruction, relative to the use of meaningful data for self-monitoring and planning progress towards defined goals.
- Frequently reviewing student maintained classroom records (e.g., incentive charts), student portfolios, students' personal records.
- Reviewing students' self-monitoring activities, self-reflection and strategic planning for success, and providing corrective feedback when needed.
- Teachers are responsible for implementing appropriate and supportive interventions for poor performance of his/her students, in a timely manner
- Teachers are responsible for acknowledging exceptional student performance supported by meaningful and measurable outcomes. (see: II.A.1.a. and II.A.1.b.ii.)
- Daily reviewing MARC data outputs across all content-subjects and adjusting instruction where indicated (see: II.A.1.a. MARC Continuous assessment),
- Ensuring the smooth function of data driven, continuous feedback loops across all content-subjects (see: II.A.1.b.ii.),
- Keeping a log of pedagogical strategies, specific content procedural or declarative knowledge topics, classroom issues, and or the effective use of MARC outputs to guide instruction that require additional professional development.
- Self-assess performance: Prioritizing and submitting requests for in-service training or in-class modeling relative to student progress towards defined goals as indicated by measurable and meaningful outcomes, at or before the end of each week.

- Attending all MARC required professional development sessions.

II.B.5.d. Description of how instructional leaders use student performance data to make adjustments to curricula: Pedagogy, curricula, instructional materials, educator evaluation instruments, and use of technology (see: II.A.1.a. Instructional Practices - Need-to-Know) may be adjusted or revised as indicated by measures of student learning outcomes. Instructional materials and assessment instruments utilized in all content-subjects are evaluated on the basis of their ability to do several things: deepen learning; accurately measure student knowledge and academic growth in real-time; predict student performance on independent instruments such as the SBA; and forecast academic growth across intervals of time, including several grade levels. Each item within each series of Experts, Challenges (see: II.A.1.a. Expert Trials - Metacognitive), and dynamic instruments are evaluated on the bases of: p-value (difficulty index); predictive analytics (time series, regression, association, outlier), point-biserial correlation (discrimination index), concurrent-validity, predictive validity, and concordance (inter-rater reliability).

Additionally, student performance data is used to improve the efficacy and design of ALLMEE (Measures Educator Effectiveness). Within the MARC environment, principal component analysis, factor analysis, and predictive modeling are used to better define meaningful elements, adjust weighting, and improve the validity of ALLMEE.

II.B.5.e. Process and support that will enable teachers to reflect on student progress: (see ATTACHMENT I, Teacher Self-review/ II.A. / II.A.1.b.ii-iii./ II.B.4.b.*MARC Continuous assessment*/ II.B.5.b.)

6. A clear description of the instructional strategies that the proposed school will use that adequately explains how these strategies support the mission, vision, and academic philosophy of the proposed school and are well-suited to the anticipated student population. The description must also include the interventions and modifications that will be made to instructional strategies if students are not meeting identified goals and targets. If the proposed school's Academic Plan contains a *virtual* or *blended learning program*, the description must adequately explain how the proposed instructional strategies will work with the online learning components to result in a coherent instructional program.

For our description that explains how the above mentioned instructional strategies support our mission, vision, and academic philosophy, see sections II.A. - II.E.4.d.

For our explanation as to how these strategies are suited to the targeted student population, see the following application sections: II.A.1.a. Instructional Level/ Metacognitive Skills/ II.A.1.b. Placement Assessments/ II.A.1.c. Evidence that promises success for with anticipated students/ II.A.2.c. Benchmark Growth Model/ Self-monitored Learning/ II.C.4.

For the description of interventions and modifications that will be made to instructional strategies if students are not meeting goals, see the following sections of our application: Formative Feedback Loops/ II.A.1.b.ii./ II.B.5.c. Teachers' roles.

7. <u>Graduation Requirements</u>.

   a. A clear description of the course and credit requirements for graduation, including a description of how GPA will be calculated, that meets BOE's graduation requirements.

   b. If graduation requirements for the proposed school will differ in any way from BOE Policy 4540, an explanation of how they will differ (including exceeding BOE graduation requirements), including compelling reasons and justification for the differences, and a reasonable and sound plan for adjusting graduation requirements (including any necessary adjustments to other components of the Academic Plan) in the event the BOE does not grant a waiver from its policy.

Not applicable because the school is K-8.

8. <u>Virtual & Blended Learning</u>
   These criteria are not applicable because the proposed school does not contain a virtual or blended learning program.

C. Special Populations and At-Risk Students

1. An outline of the overall plan to serve *educationally disadvantaged students* and students with special needs that demonstrates an understanding of, and capacity to fulfill, state and federal obligations and requirements pertaining to *educationally disadvantaged students* and students with special needs, including but not limited to the following subgroups: students with IEPs or Section 504 plans; ELL students; students performing below grade level; students identified as intellectually gifted; homeless students; and students at risk of academic failure or dropping out. The plan must identify any other special needs populations and at-risk subgroups that the proposed school expects to serve, whether through data related to a specifically targeted school or geographic area or more generalized analysis of the population to be served, and describe the evidence or data that was used to determine that the proposed school should anticipate serving the population.

Our overall plan to serve educationally disadvantaged and special needs students fits seamlessly into ALL's overall mission. Our curriculum (see section II and Attachment D) and its implementation (see section II and Attachment D) is specifically designed to identify students in all groups and ranges, identify their needs, and provide the individualized instruction necessary for academic success. By applying these methods, along with the detailed plans below which explain various aspects as to how we will comply with federal and state laws, we understand and have the capacity to meet the needs of all student groups.

Based on the demographics of the area (see section II and Attachment B) and DOE statistics reported for schools in the area (see Attachment B and Attachment C) we do not anticipate any other special needs populations or at-risk subgroups.

II.C.1. <u>Outline of the overall plan to serve students with special needs / Section 504 plans</u>: Procedures outlined in this section are used to identify students with delays and disabilities in that they may receive effective special education and related services and have access to a Free Appropriate Public Education (FAPE) that meets state and federal standards. Such special

education and related services will be designed and implemented based upon an Individual Education Program (IEP). All K-8 students with disabilities who are in need of special education and related services will be identified, located, and evaluated commensurate with §300.125. Included are students suspected of having disabilities even though they may be advancing from grade to grade commensurate with their ability §300.07. Intervention and Services are provided to students with qualifying developmental delays and/or other handicapping disabilities according to student needs. Services are provided under public supervision and at public expense without charge to the students' Parents. All interventions are delivered in the least restrictive environment (LRE) as possible in accordance with C.F.R. §§300.13 and 300.550.

a. _Child Find_: Locating students suspected of having qualifying disabilities entitling them to special education services is accomplished through a variety of means. Referrals may be made based on the concerns of parents, teachers, administrators, public agencies, persons whom have interacted with the student, or the student's previous school.
   i. _Screening_: All students are formally screened with hearing and vision tests annually. Throughout the academic year, all students are informally observed, regarding disabilities related to cognition, motor skills, social/emotional skills, speech, language, and adaptive development. All new and transferring students, without sufficient records to rule out disabling conditions, are screened. All necessary screening shall be completed within 45 days of a completed enrollment (enrollment is considered complete on the first day a student attends school).
   ii. _Initial Planning_ Process Team Lead (Team Leader): Once the initial screening process is complete and/or referrals are received, students suspected of having qualifying conditions are assigned a "Team Leader" with the appropriate expertise. This person is responsible for sharing information and gathering relevant child and family information. Parents' timely response to the Team Leader's requests for documents, information, and the return of required forms is appreciated. The Team Leader is responsible for coordinating and scheduling evaluations, events, participant involvement, and meetings. The "Team Leader" will ensure that screening will be completed within 45 days of a completed enrollment (enrollment is considered complete on the first day a student attends school). The Team Leader will follow the process from the initial planning process through the delivery of services. The Team Leader will remain the contact person throughout the entire determination process and subsequent delivery of services.
b. _Referred students_ are further screened using all available information. This process may include a conference with parents and teachers or others who have useful knowledge concerning the suspected conditions and/or child. All communication (written or spoken) shall be in a language or form that the parents can readily understand. Students who appear to have or are determined to have qualifying conditions are recommended for formal evaluation in those areas relevant to the suspected disability such as:
   i. General intelligence
   ii. Academic

   iii. Communication skill

   iv. Health

   v. Motor skills

   vi. Hearing

   vii. Vision

   viii. Social and/or emotional

c. *Formal Evaluations and Assessment*: Prior Written Notice of intent to conduct such evaluation must be provided to the child's parents and Informed Parent Consent (written) must be obtained prior to scheduling or conducting such evaluation. Prior Written Notice of Intent shall describe the evaluation procedures and instruments; explain why the evaluation is indicated; where information about IDEA can be obtained; inform parents they have specific rights under IDEA including the right to refuse to give consent; and any other information pertinent to the proposed evaluation. From the time Informed Parent Consent is received to the time the evaluation process is complete and qualification for special education services has been determined, must not be longer than sixty (60) calendar days. Formal evaluations and assessments shall be conducted by a qualified professional.

d. *Review of Formal Evaluations*: Existing data and formalized assessment outcomes shall be reviewed by qualified professionals and eligibility for special education services determined. For a child who are determined eligible based on documentation of an established qualifying condition by a qualified professional or assessment that indicates the child meets eligibility criteria, a Multidisciplinary Evaluation Team (MET) will be assembled. The MET will: ascertain the referred student's unique strengths and needs; determine the extent of the disabling condition; document the condition; define the services for which the student is eligible; and determine a date for an IEP conference. Not all students who are identified as needing intervention are eligible for special education services, nor may those services be appropriate or beneficial. Students who might benefit from intervention but do not qualify for special education services are not recorded as special education students but shall nonetheless receive intervention through the normal education intervention services. Such services may include intensive tutoring, homework helper, reading workshop, computer assisted practice, school and home behavioral recommendations, or other appropriate interventions. Processes and documents used to make qualification determinations shall be available for parental inspection. IF subsequent to review of all available information and consideration of formalized assessments outcomes:

  i. No qualifying condition is indicated, an appropriate intervention shall be devised to address the issues of concern within the "normal" education process.

  ii. A qualifying condition is indicated and there appears to be a need for special education services, an Individualized Education Program (IEP) team shall be identified and IEP conference scheduled. From the time it is determined that special education services are needed, to the time an IEP meeting is convened, must not be more than thirty (30) calendar days.

e. _IEP conference_: For students who qualify for special education services, a written statement and plan for intervention shall be developed by the MET and periodically revised. Parents of special needs students are expected to participate in the design and implementation of any and all intervention plans. _ALL_ does its best to schedule meetings at convenient times. However, most meetings can be scheduled only during regular school days and hours. In order to maximize the effectiveness of intervention, parents are expected to support and be involved in educational interventions and attend meetings which are often held during school hours or shortly after. When appropriate, parents or family members are may receive specialized training to help the qualifying child make progress towards goals. Such training shall be conducted on school grounds during regular school hours. Written notification of a scheduled IEP Conference shall be mailed to parents and include: time and place; notice that parental input is of great value; purpose; and who is expected to attend, and what is expected to be accomplished. Team members shall include; child's parent(s), child (if appropriate), one or more regular education teacher, special education teacher, school representative knowledgeable about the curriculum, person qualified to interpret evaluations, and other individual(s) as indicated.

   i. During the IEP conference: The purpose should be explained; Procedural Safeguards clarified; The student's current level of academic progress, proficiency, and goals discussed;

   ii. IEP team members shall finalize planned interventions to include clearly defined meaningful and measurable goals that reflect the curricular objectives within the student's regular classroom (for mainstreamed students). Such goals shall be rigorous yet attainable relative to the student's disability. Appropriate interventions may include modifications in curriculum, daily schedule, instructional strategies, furniture or other accommodations.

   iii. Clearly defined strategies should be designed to accommodate the student in the regular classroom in the least restrictive means, including minimizing "pullouts" while at the same time addressing the student's disabilities. Focus should be on facilitating the student's success in the regular classroom. Frequency of interventions and specific amounts of time should be allocated to specific interventions with the realistic possibility that planned intervention will help not hinder the student or result in unintended consequences. Team members shall clearly describe modifications, supports, or materials required to implement the program.

   iv. Identify staff member(s) who will be delivering services, for how long, how often and clearly describe the services, goals, and/or consultant teacher services to be provided.

   v. Team members shall explicitly describe how progress towards the defined goals will be assessed including: what data will be collected; the frequency the data will be collected; in what form the data will be expressed; how the data will be analyzed; who will collect the data; who will analyze the data; how the data outcomes will be used to inform subsequent interventions; how often progress will be reported and who will receive those reports.

f. IEP implementation: Informed Parental Consent (written) must be obtained prior to implementation of any special education services. From the time Parent Consent is obtained (usually the date of the IEP Conference) to the implementation of the IEP, should not exceed ten (10) calendar days. *ALL* ensures that special education services are provided as prescribed by the child's IEP

g. IEP review: Each calendar year, the IEP shall be reviewed and revised if required. An IEP re-evaluation shall be conducted every three (3) calendar years.

II.C.1.h. English as a Second Language (ELL): The language of general subject matter instruction and instructional materials, at *ALL,* are in English. For students K-8, whose primary home language is not English, an English Language Learner Assessment (W-APT) will be administered to determine their English language proficiency in listening, speaking, reading, and writing. Students who do not meet WIDA "proficient" standards and who are acquiring English as a second language may be asked to participate in a Structured English Immersion setting for a transition period where they will receive supplementary instructional support. *ALL*'s goal is for every *ELL* attain fluent English proficiency within a year, and for this proficiency to be reflected by the students' performance on the ACCESS exam, or whichever annual ELL test is used once the school is operating. Students who receive English Language Development instruction (ELD) will be provided with reasonable accommodations and appropriate interventions in all relevant subject areas. It may be determined that some students will benefit from additional educational services. Interventions may include compensatory instruction designed to correct the skill or knowledge deficits. A qualifying student may be required to take the English Language Learner Assessment twice during in a year but no student will be required to take the test more than three times in a year. Continuing ELL students will be reassessed once at the end of each school year. Language support for ELL students shall incrementally decrease as English proficiency increases as documented by the W-APT, sustained verbal and written success in the classroom, academic growth within range to meet the student's goal, and teacher and parent agreement.

For an outline of the overall plan to serve students performing below grade level/ Students at risk of academic failure or dropping out, see sections: II.C.4. / II.A.1.a. / II.A.1.b.i. Placement / II.A.2.b. Benchmark Growth Model / II.B.4.b. MARC Continuous assessment / ATTACHMENT I.G. Targeted Students – Form "A" T-SLO.

For our outline of the overall plan to serve intellectually gifted students, see application sections: II.C.4. II.A.1.a. / II.A.1.b.i. Placement / II.A.2.b. Benchmark Growth Model / II.B.4.b. MARC Continuous assessment.

II.C.1.k. Homeless students: No student shall be discriminated against, segregated nor stigmatized based on the basis of their homeless status. Barriers to enrollment and retention of Homeless Children and Youth (HCY) are diminished as much as is reasonably possible. Homeless students are defined as individuals lacking a fixed, regular nighttime residence including but not limited to the following:

    i.   Sharing the housing of other persons due to loss of housing or economic hardship.

ii.   Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations.
iii. Living in emergency, transitional or domestic violence shelters.
iv.   Abandoned in hospitals.
v.   Awaiting foster care placement.
vi.   Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings.
vii. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings.
viii. Living as migratory children in conditions described in previous examples.
ix.   Living as run-away children.
x.   Abandoned or forced out of homes by parents/guardians or caretakers.
xi.   Living as school age unwed mothers in houses for unwed mothers if they have no other living accommodations.

The Title I Coordinator serves as Homeless Education Liaison and ensures that HCY are: identified, enrolled in school, receiving appropriated educational services, and informed of available resources and opportunities. Additionally, the Liaison shall perform the following tasks:

i.   Coordinate the delivery of services with the local agencies that provide services to homeless children and youth and families,
ii. Facilitate the transfer of records from other schools districts the student has attended,
iii. Ensure all staff are trained regarding HCY,
iv. Ensure homeless students have appropriate transportation to and from school,
v.   Communicate with state and local housing agencies responsible for comprehensive and affordable housing,
vi. Ensure that a public notice of the educational rights of HCY is appropriately and timely posted.

2. For **each** of the aforementioned subgroups of students with special needs (and any other subgroups the applicant identifies), a comprehensive and compelling plan or explanation for:

   a. The percentage of the anticipated student population that will likely have special needs and how the evidence or data that was used to make this determination was derived;

   b. The curriculum, daily schedule, staffing plans, instructional strategies, and resources that will be designed to meet the diverse needs of all students;

   c. Methods for appropriate identification of potential students with special needs, how these methods will be funded, and how misidentification will be avoided;

   d. Specific instructional programs, practices, and strategies the proposed school will employ to do things like provide a continuum of services; ensure students' equitable access to general education curriculum; ensure academic success; and opportunities the proposed school will employ or provide to enhance students' abilities;

e. Monitoring, assessing, and evaluating the progress and success of students with special needs, including plans for ensuring each student with special education needs attains IEP goals and for exiting ELL students from ELL services;

f. For proposed schools that have a high school division, plans for promoting graduation;

g. Plans to have qualified staff adequate for the anticipated special needs population, especially during the beginning of the first year; and

h. If the proposed school's plan contains a *virtual* or *blended learning program*, a clear description of how the virtual component addresses students with special needs, which may include IEP meetings and modifications, as necessary, for transitioning to a fully or partially online learning program.

According to school data from ALL's anticipated neighborhood, we expect to see a population that has roughly 14% IEP, 13% ELL, 30% Performing below grade level, 6% gifted, <2% homeless, 20% at risk. Of course, some students will likely fall into multiple categories as well.

Curriculum, daily schedule, staffing plans, strategies, and resources designed to meet the diverse needs of all students: As explained in section II and Attachment D, ALL's unique curriculum is advantageous because it allows for all students of all needs to be accommodated and gain academic success. The staffing plans (see section E, Attachment G, and Attachments BB), and daily schedule (see Attachment L) are designed to best utilize the student's use of time to maximize the benefit of the school's pedagogy and curriculum. ALL, through its academic approach and its compliance with all federal and state laws regarding special needs groups, will meet the diverse needs of all students.

Methods for appropriate id of potential students, funding method, and avoiding misidentification: K-12 students suspected of having qualifying conditions or circumstances are located and identified in a variety of means: enrollment screenings, teacher referral, parent intervention, or transfer records. Additionally, the process of exiting service and/or designations shall follow the same process for qualifying for services or by simple written notification of intent from a person with authority to submit such a document on behalf of the student. All intervention plans shall be reviewed each year and follow an expedited version of the identification process. Referrals may be made based on screening instruments, the concerns of parents, teachers, administrators, public agencies persons whom have interacted with the student, or recommendation from a student's previous school. Upon receipt of a concern about a child or a request for an evaluation from a Parent, ALL will attempt to obtain the appropriate parental consent, complete ALL's Child Find Tracking Form, and assign the Initial Planning Process Team Leader.

Screening: Throughout the academic year, all students are informally observed, particularly in regards to language skills, grade level performance, disabilities related to cognition, motor skills, social/emotional skills, speech, language, and adaptive development. All new and transferring students will be screened, especially if they lack sufficient records to rule out qualifying conditions. All initial screenings will be completed within 45 days of enrollment (enrollment being considered complete on the first day a student attends school). Students identified with suspected qualifying conditions are provided with in-depth evaluations

appropriate to the suspected condition. We avoid, as much as possible, interfering with students' regular education or inconveniencing their families. Our goal is to inform parents of the availability of services when it is indicated that a student qualifies and/or will benefit from such services. Because we places screening, identification, and determination of eligibility on an expedited schedule, and because a referred student's assessment team is comprised of many participants, it is not always possible to accommodate everyone's requests regarding meeting times. ALL participants, including parents, teachers, professionals, and administrators are expected to attend scheduled meetings.

Initial Planning Process Team Lead: Once the initial screening process is complete and/or referrals are received, students suspected of having qualifying conditions are assigned a "Team Leader" with appropriate expertise. This person is responsible for sharing information and gathering relevant child and family information. Parents' timely response to the Team Leader's requests for documents, information, and the return of required forms is appreciated. The Team Leader is responsible for coordinating and scheduling evaluations, events, participant involvement, and meetings. The Team Leader will ensure that screening will be completed within 45 days of a completed enrollment. The Team Leader will follow the process from the initial planning process through the delivery of services. The Team Leader shall remain the contact person throughout the entire determination process and subsequent delivery of services.

Not all students who are identified as needing intervention are eligible for services, nor are those services appropriate or beneficial. Students who might benefit from intervention but do not qualify for services may nonetheless receive intervention through the normal intervention services that are applied in everyday instructional methodology. Such services may include intensive tutoring, extended day homework helper, reading workshop, computer assisted practice, school and home behavioral intervention, or other interventions not listed.

Funding for the program is factored into the first year's budget, and the state will provide special education funds afterwards.

Monitoring and eval of the success of these kids towards goals, IEPS, and exit plans:
Evaluation and assessment: Through an expedited evaluation and assessment period, the referred student's strengths and needs are ascertained and eligibility for services is determined. IF a student is confirmed to be eligible for services, the extent of the condition is determined, the condition documented, and services for which the student is eligible are defined. The initial evaluation is completed as soon as possible, but should not exceed 60 calendar days from receipt of the parent or guardian's informed consent.

G & H are not applicable, as ALL-Hawaii is neither a high school nor a virtual/blended learning school.

3. A clear illustration of how the proposed curriculum and Academic Plan will accommodate the academic needs of students performing below grade level and a clear description of the supports and instructional strategies beyond special education that will support underperforming students in meeting and exceeding standards.

Our curriculum is designed to accommodate the needs of all students, including those below grade level. For a thorough description of the support and instructional strategies that will be implemented, see: II.C.4. / II.A.1.a. / II.A.1.b.i. Placement / II.A.2.b. Benchmark Growth Model / *II.B.4.b.* MARC Continuous assessment / ATTACHMENT I.G. Targeted Students – Form "A" T-SLO)

4. A clear description of how the proposed school will identify students who would benefit from accelerated learning opportunities through its assessment of students' needs, a clear illustration of how the proposed curriculum will accommodate those performing above grade level, and a comprehensive description of the supports and instructional strategies that will ensure these students are challenged and able to access the level of rigor that aligns with students' individualized needs.

Both above and below grade level students receive significant benefits afforded by *ALL*'s Benchmark growth model, as articulated in the references below. Student classroom membership is based on academic functional level not age or grade, thereby reducing academic "spread" and increasing instructional level relevance for each student. Multi-grade classrooms facilitate an appropriate instruction level for each student (see: II.A.2.b. Benchmark Growth Model). Within each classroom, expectations for each student are individualized (see: II.A.1.a. Instructional Level). Teachers receive in-service training specific to helping students reach their individualized goals who are above grade level, below grade level, or targeted (see: ATTACHMENT I.G. Targeted Students – Form "A" T-SLO). Students' above or below grade level baseline skills are ascertained using summative measures upon enrollment (see: II.A.1.b.i. Placement) and continuous formative assessments, administered throughout the year, provide real-time appraisals of grade level proficiency (see: *II.B.4.b.* MARC Continuous assessment).

D. School Culture

1. A clear and coherent description of the shared beliefs, attitudes, traditions, and behaviors of the proposed school community, and a detailed plan describing how these shared beliefs, attitudes, customs, and behaviors will be developed and implemented and create a school culture that will promote high expectations and a positive academic and social environment that fosters intellectual, social, and emotional development for all students.

ALL Hawaii will strive to create a culture of respect. The brain is hardwired to learn, and students gain addictive enjoyment from learning. Therefore, a learning-oriented environment will foster the respect necessary to allow students to strengthen or discover their love of learning. From experience, ALL Hawaii knows that academic success can happen at an astounding rate when students respect academic opportunities, respect each other, and respect themselves.

The most important part of the ALL culture is the belief that academic success isn't determined by innate skill or luck. All students can be "smart," and at ALL, every student considers themselves to be smart, because they recognize that they're meeting high expectations and learning things that are far below what is "required" by their grade level. This belief, once it is

discovered, triggers the respect for academics and peers that is necessary for long term success.

ALL Hawaii's culture of respect will spring from its familial, self-driven community. ALL Hawaii takes pride in the opportunity to set roots in a new residential development, and to help the students found the school that will serve their community for years to come. This pride and sense of community ownership will be instilled in the students, as they take part in a curriculum that forces them to take control of their learning. As the students develop academically, they'll develop the respect and leadership skills that will transform them into lifelong leaders, both within and outside the school walls.

The school's curriculum and belief in learning as a skill sets the foundations for this culture, and the school policies that result are how the culture will first be implemented (See section II and Attachment D for curriculum and pedagogy, and sections II.A and II.B for various school policies). The teachers and staff will be responsible for setting the tone and the original standard: learning is exciting, learning gives students power over their lives and communities, and (most importantly) every student is capable of learning how to learn and excel. The curriculum and instructional practices (see Academic Plan Section B) are the tools designed specifically for this purpose—to allow students to drive their own success and progress, while interacting as part of a familial team. As a unit, the classes will learn both the content and the metacognitive skills necessary to become a self-aware learning. With the teacher as the guide, the students' progress through the curriculum will reinforce the school's standards—everyone can and will succeed as they progress through the curriculum. As a result, the students will ultimately have a buy-in to this culture, as students love to learn and succeed, once they realize that they can.

Once there is a student buy-in, the culture will be one that is perpetuated by the students. Knowing what it's like to succeed, they'll model and reinforce these expectations with their peers. As their own success requires a learning-focused environment, the students will model and expect this behavior from their classmates and the teachers. The success of the community requires the success of its individuals, and this belief is what will allow the students to grow socially and academically. Responsibility, determination, leadership, and compassion are all perquisites for this school culture, and therefore the success of this school's culture results in even longer lasting social and emotional growth.

In such an environment, students of all walks of life, all developmental levels, and all social groups can and do succeed. Students may enter into a school with preconceived notions of what a "normal" or "smart" person looks like, but the learning-focused environment removes these as obstacles to learning, and it therefore forces the students to recognize when they (or their peers) are breaking these stereotypes or prejudiced notions. At ALL Hawaii, the students will pride themselves on being "different" from other academic communities, as they realize that "different" led to their success. With this recognition, the notion of being "different" will be ok, and it will foster social and emotional growth within the students.

2. A sound plan for developing a proposed school culture that is conducive to a safe learning environment for all students and how the proposed school will adequately identify, assess,

A safe learning environment requires that students are free from the fear of failure or judgment. The school's culture, as described above, establishes the respect of peers and the learning environment. Upon enrollment, the students and their family will be required to read through the handbook with will clearly identify the school's culture and expectations. The initial implementation of this happens both in the classroom and in periodically occurring town hall meetings, where the entire school comes together with the entire staff to learn, discuss, and evaluate the progress of our community towards our cultural and academic goals.

Additionally, the teachers will be setting and maintaining high expectations within their individual classrooms. By modeling non-verbal behaviors and patient, respectful disciplinary cues, the teacher will model the respect and expectations that he or she is teaching the students.

The curriculum itself is vital to removing the fear of failure from the students. The students have numerous and daily opportunities to demonstrate mastery of their skills (see Academic Plan Section B). With these daily opportunities, the students learn that success comes faster to those that try frequently (what students initially see as failure) rather than those who wait until they're sure that failure won't happen. In other words, the curriculum teaches the students that mistakes are a vital part of the feedback loop that occurs when the brain is learning— skipping or prolonging the occurrence of mistakes simply makes it harder or slower to learn new material. As such, "failure" takes on new meaning within ALL classrooms. Failure means not trying—it does not mean falling short of the ambitious goals that they set for themselves every day. Once the fear is removed, the students embrace the curriculum and focus instead on how eager they are to demonstrate what they know.

Finally, the students will model the code of conduct (See D5, subsection b), and the adults will do the same.

All incoming students, upon being enrolled, will take an assessment test—it will also ask the parents to identify any identified social, emotional, behavioral, or health disabilities already diagnosed in the child. Once school has begun, the teachers and staff will be key in the daily monitoring of these things, and professional development will include instructions and demonstrations on how to recognize when and how interventions will be made. Teachers and the principal will work together and refer students to the appropriate place—be it the counselor, their parents, a doctor, or a special education assessment.

3. A reasonable and sound plan for the school culture and staff that will intentionally expose students to post-secondary educational and career opportunities at all grade levels. The plan must identify the curricular or extracurricular programs that will provide students with access to college or career preparation and include research-based evidence that these programs increase educational aspirations for the anticipated student population.

According to a recent study conducted for the Bill & Melinda Gates foundation, several specific approaches have increased college readiness amongst students: helping students see college as an attainable goal, strengthening the academic program to that of college preparatory or

beyond, ensuring that there is a coherent curriculum from middle grades through high school, and providing extra support in anticipation of the students' freshman year (*Rethinking High School*, *preparing students for success in College*. A study by WestEd for the Bill & Melinda Gates Foundation). This is similar to the findings of College Board, which states that there are 8 core components to creating college readiness in students: building college aspirations, academic planning for college and career readiness, enrichment and extracurricular engagement, career and college exploration, promotion of college and career assessments, college affordability planning, promoting comprehension of college and career admissions, and connecting students to schools and community resources which will allow them to successfully transition into college. (*Eight Components of College and Career Readiness*. The College Board National Office for School Counselor Advocacy. 2010. Advocacy.collegeboard.org). ALL Hawaii implements all of these approaches on a daily basis, for students as young as kindergarten and as old as 8th grade.

ALL's curriculum allows for students of all grade levels and abilities to go through curriculum that far exceeds the grade level minimum, and it allows for academic growth beyond that of an ordinary "college preparatory" curriculum. The motivation behind this curricular design is college readiness and academic rigor. Students at all grades are told that they're preparing to open doors to college by pushing themselves to learn as much as possible. As a result, it allows for greater freedom in the advanced classes that are offered to middle school students. As the curriculum allows for students to progress at an accelerated rate, the students will have access to Advanced Placement courses upon learning the prerequisite skills. As a result, virtually all of our students will have taken at least one A.P. class before high school, putting them far ahead of their peers academically. According to a College Board, while the AP classes are helpful once a student is in high school, "greater emphasis needs to be placed on preparing students in the pre-AP years." Thus, they see a need "to extend opportunities for prepared and motivated students" and share ALL Hawaii's dismay that so many students seem to go through school without being given "opportunity, encouragement, or motivation to participate" *(http://www.reviewjournal.com/news/education/advanced-placement-courses-prepare-high-school-students-college).* Not only are ALL Hawaii's students taking these classes, but they're developing the skills necessary to maintain academic success *prior* to entering high school, rather than during or before. The AP classes follow the most advanced curriculum for local high schools, and therefore the middle school students will enter high school with an advanced, rather than merely coherent, knowledge base in their core classes.

Extracurricular activities will include Science Olympiad. According to the National Bureau of Economic Research, students are often interested but unprepared for STEM related majors, which explains the current job crisis in the U.S.—the jobs are STEM heavy, but not enough students are academically prepared to succeed in this field, despite their interest in it. (*Increasing the Achievement and Presence of Under-Represented Minorities in STEM Fields*. National Math + Science Initiative. http://www.nms.org).   The suggested solution is having students "participat[e] in active research and hands-on experience," since these programs "increase student persistence and graduation in STEM majors" (NMS). Science Olympiad is one such program. It requires hands-on application of complicated scientific concepts, and it

awakens passion and curiosity with the students, which develops their confidence and college readiness as they discover success in this difficult extracurricular activity. Science Olympiad is a national program which is flourishing in many states, including Hawaii. According to its national website, "Science Olympiad is an international non-profit organization devoted to improving the quality of science education, increasing student interest in science and providing recognition for outstanding achievement in science education by both students and teachers. These goals are accomplished through classroom activities, research, training workshops and the encouragement of intramural, district, regional, state and national tournaments. Science Olympiad tournaments are rigorous academic interscholastic competitions that consist of a series of team events, which students prepare for during the year. These challenging and motivational events are well balanced between the various science disciplines of biology, earth science, chemistry, physics and technology. There is also a balance between events requiring knowledge of science concepts, process skills and science applications" (https://www.soinc.org/background).   Other similarly engaging extracurricular activities, such as chess, debate, and fine arts or music, will be added onto the school's programs as interest and student population grows.

Additionally, alumni of ALL Tucson (who have been through the curriculum) and local leaders from the professional and academic communities will visit or have web-based meetings with the school on a periodic basis, explaining what they did at a young age, where they went to college, and what exciting things they are doing now. By planting the seed with the youngest students, the students will realize that not only is this an option, but they are quite capable of achieving it themselves. While this seems simple, it helps achieve the most dangerous barrier to college readiness—a student's belief that college is unobtainable to "someone like me." Further, it will begin the first step in connecting students to the community resources that will serve as support during their transition into college students.

Finally, ALL Hawaii will implement field work and culturally educational events every year. Seeing and exploring the world beyond their local community is key to engaging the students curiosity. Beyond that, studies have found that there is a correlation between engagement, travel, and college readiness. "'Time in the field adds context, meaning, and challenge to the one-dimensional classroom feed,' says Scott Pankratz of Ecology Project International, cultural exchange program. 'Traveling is learning in 3-D; it's an opportunity to grow and become what otherwise isn't possible.'" (The Insider: The Case for Skipping Class -- National Geographic Traveler. http://travel.nationalgeographic.com/travel/traveler-magazine/the-insider/skipping-school/) Beyond the intangible benefit of increased engagement and curiosity, it has been found that "more than 88 percent of students who traveled before the age of 18 receive a college degree, according to a recent survey endorsed by the Student Youth & Travel Association. Slightly more than 8 in 10 had a GPA of 3.0 or higher, and more than 40 percent had GPAs of greater than 3.6. … half of the respondents reported a household income of more than $75,000 as adults" (National Geographic Traveler). Even when our students are staying on campus, we'll make consistent interactions with ALL Tucson's sister school in China, a large school named Lushan. We'll encourage families to host exchange students, and once our foreign language program has been established, we'll host an annual field trip abroad.

4. A clear description, provided as **Attachment E (1 page limit)**, of a typical school day from the perspective of a student in a grade that will be served in the proposed school's first year of operation that aligns with the proposed school's vision and plan for school culture.

 A description of a student's typical school day is provided as **Attachment E**.

5. Student Discipline.

   a. A clear description of the proposed school's philosophy on cultivating positive student behavior and a student discipline policy that provides for appropriate, effective strategies to support a safe, orderly school climate and fulfillment of academic goals, promoting a strong school culture while respecting student rights.

   b. Legally sound policies for student discipline, suspension, dismissal, and crisis removal, including the proposed school's code of conduct and procedural due process for all students, including students afforded additional due process measures under IDEA.

   c. Appropriate plan for including teachers, students, and parents or guardians in the development and/or modification of the proposed school's policies for discipline, suspension, dismissal, and crisis removal.

   d. Legally sound list and definitions of offenses for which students in the school must (where non-discretionary) or may (where discretionary) be suspended or dismissed.

5a. Philosophy: As stated in our school culture, students want to be successful and part of a community, but some simply do not think that they are capable of achieving such things. At ALL Hawaii, civil responsibility and inclusive behaviors are developed through instruction in interpersonal problem solving skills. Violent play, selfish conduct, and unkind words will be virtually non-existent, as the school's culture makes such behaviors unacceptable and disruptive to the success of our community. Students quickly learn that those who exhibit behaviors that that support learning are most likely to fulfill their potential; those who exhibit social behaviors that support empathy and inclusiveness are most likely to contribute to a caring and productive community. We expect each student to exhibit an abundance of both types of behavior. The *ALL* community is committed to ensuring a safe learner oriented, knowledge based environment that fosters a culture of social civility, mutual respect, individual dignity, and academic freedom.   The following list typifies the "spirit" of *ALL*'s tenets that are expected to promote an atmosphere conducive to learning and teaching, it is not exhaustive:

- Every student is expected to be an attentive learner and compassionate teacher.
- Students are expected to "help" without being asked. If help is refused, the decline should be honored. One student shall not attempt to force another to accept help. Students should be compassionate of others travels and struggles.
- Students shall be civil and respectful of staff, peers, parents, and visitors. Students shall

exhibit appropriate "school" manners. Students are expected to: respect the authority of instructors and administrators; respect the privacy of others; respect individual differences of those in the *ALL* Community including race, ethnicity, national origin, and differences in SES status; and respect and follow *ALL* school rules and regulations.

- Student are expected to be involved in classroom procedures, perform reasonable classroom duties, keep their work area neat and clean, participate in classroom and school wide "town hall meeting." Students are expected, not only to clean up after themselves but to encourage others to do the same, and participate in helping maintain a clean environment even if it is not their mess.

- Students are expected to display civil responsibility. If students observe other students' rights being violated or property damaged, they are expected to intervene (if intervention does not present physical risk) and/or report the incident. The code of disrepute among criminal, "don't rat or tattletale" is dishonorable and socially unprincipled. Students are expected to know the difference between moral behavior and peer pressure. Students participate in the maintenance of a benevolent and sheltered educational environment.

- Stop means stop. No, never means yes. If a student expresses her/his wish verbally or through actions, the other student must immediately desist. Every student has the right to determine who may or may not come into physical contact with them. The only justifiable exception may be restraining or defensive actions involving protection of oneself or another individual. If a student can simply walk-away they must. If a student should have known that another student might not want personal contact, no contact may occur.

- Every student has the right to learn in a risk free environment. No student may interfere their own or other students' learning.

- Violent or aggressive actions and play are prohibited. Students may not bring toy weapons to school, pretend to shoot another individual with a finger, play fight, or wrestle on campus.

- Profanity, vulgarity, invectives, or substitutes (i.e., fork) are strictly prohibited.

- No student may humiliate, defame, disgrace, dishonor, or emotionally injure another student (e.g., laughing at a child's reasoning or academic response, name calling, teasing, gossiping, non-verbal expressions, derogatory statements, innuendo, or allusion) verbally, in written form, gesturally or by any other form of expression.

- No student may physically injure another student for any reason. The threadbare justifications, "She hit me first," "We were just playing," "He made me mad," "She took my…" and endless variations display poor socialization and will trigger an "intervention" response in addition to the related consequence attached to the physical behavior. Retaliation is not an excuse. Students are required to report any incident in which they were "bothered" or injured.

- Students are expected to take responsibility for their actions. If a student intentionally or unintentionally destroys property, regardless of monetary value, the student is expected to replace or pay for the property.

- Students who play when they ought to be learning, should expect to work (learn) when they could be playing.

- Students are expected to facilitate their instructor's ability to teach. Disruptive behavior in

or out of class is not allowed.

- Threatening behavior, disrespectful conduct, talking back, bullying, and disregard for propriety or decency are not allowed.
- Students are expected to submit original, independent work, unless collaboration is clearly part of the instructions, see honor code. Students are expected to properly cite sources see honor code

5b. Discipline Policy: ALL Hawaii will implement a positive, cognitive based learning approach to behavior issues as well as academics. Students will learn through connected consequences rather than punitive punishments. Students will be recognized for positive achievements on a daily basis within the classroom, and quarterly on a school wide basis, for behavior, grades, and other positive behaviors.

School personnel will evaluate each situation on a case by case basis, making fair and equitable decisions that are age appropriate, regardless of the student's race, creed, color, sex, national origin, religion, sexual orientation, gender identity, disability, and socioeconomic status. Further, ALL Hawaii will comply with all other state and federal laws, including ADA, IDEA, FAPE, section 504.

ALL Hawaii's Code of Conduct

i. Although it is a common and desirable practice for members of the ALL community (including students, staff, and parents) to use first names it is not required. The use of nicknames, agnomens, and epithets are discouraged. Regardless of the vocative, members of the ALL community are expected to refer to one another with respect and dignity.

ii. Every child is expected to be an attentive learner and compassionate teacher.

iii. Students are expected to "help" without being asked. If help is refused, the decline should be honored. Please do not force another to accept your help.

iv. Students are expected to display civil responsibility. If students observe other students' rights being violated or property damaged they are expected to intervene (if intervention does not produce physical risk) or report the incident. The code of honor among thieves (don't rat or tattletale) is dishonored and socially corrupting. Students are encouraged to learn the difference between moral behavior and peer pressure.

v. Stop means stop. No never means yes. If a student expresses his wish, verbally or through actions, the another student must refrain from touching him. The other student must comply immediately. Every person has a right to determine who may or may not come into physical contact

with his body. The only justifiable exception may be restraining actions involving protection of oneself or another individual.

vi. Every student has the right to learn in a risk free and inviting environment. No student may interfere with another student's learning.

vii. Students may not exclude other students.

viii. Violent or aggressive actions and play are prohibited. Please do not bring toy weapons to school, pretend to shoot another individual with your finger, play fight, or wrestle on campus.

ix. No student may emotionally injure another student. (e.g., name calling, teasing, gossiping, non-verbal expressions, derogatory statements, etc.)

x. It is inappropriate and undignified to exhibit ostentatiously affectionate behavior in an academic environment.

xi. Profanity and vulgarity are strictly prohibited.

xii. If a student plays during class she may be required to work during playtime. Working lunches are also in the list of options.

xiii. Punishment is not imposed but consequences connected to behaviors are viewed as the options students choose (e.g., If a student cannot play with other children without hurting them, the student has elected to not play with other children.)

xiv. Students, who engage in undignified behavior (regardless of where the behavior occurs) or present unreasonable risk to others, may be subjected to disciplinary action including suspension or expulsion. Bulling, fighting, aggressive behavior, or threatening actions can result in expulsion or suspension of a student on the first violation. Profanity; disrespectful language; obscene or lewd language or gestures, or disrespect to staff or other students can result in expulsion or suspension on the first violation. Students, who destroy property or place property or people at risk, whether by overt action or negligence, can be suspended or expelled on the first occasion.

II.D.5: Procedural due process for students afforded additional due process measures under IDEA: Students with disabilities conditions are afforded all of the due process protections and rights (see: *II.D.5.b.i.*) of normal students in addition to the following:

1. With the exception of emergency crisis removal (see: *II.D.5.b.* and *II.D.5.b.ii.12.*) initiated to ensure student or staff safety and/or to ensure the preservation of a harmonious learning environment, reasonable effort shall be made to include an appropriate member of the student's IEP team in any and all deliberations concerning infractions of *ALL*'s Code of Conduct by a student with disabling conditions.

2. No student, including those with disabling conditions, may be placed in a setting or returned to a setting in which it has been determined that such action presents: a physical or emotional risk to the safety or wellbeing of the student, other students, or other persons (e.g., staff); a risk that property may be destroyed or damaged; a risk that the harmonious learning environment may be disrupted.

3. The disabling condition must be taken into consideration when determining appropriate consequences for violations of *ALL*'s Code of Conduct. No intervention shall be imposed that exacerbates symptoms of the disabling condition. Interventions that interfere with the delivery of services shall be avoided.

4. Prior to the initiation of any formal disciplinary action, determination shall be made as to whether the prescribed accommodations were in position when the alleged infraction occurred. Lapses in accommodations shall be considered in the determination of consequences. Consequences are not required to be punitive but must produce incentives that alter future behavioral.

5. Prior to any formal disciplinary action, determination shall be made as to whether the alleged infraction was a manifestation of the student's disabling condition. If so, the student nay not be suspended or expelled.

6. If any proposed disciplinary action is likely to result in ten (10) or more cumulative days (inclusive of partial days) of suspension within any one academic year, of a student with a disabling condition, a Manifestation Determination Hearing, consisting of the student's IEP team members, must be convened within ten (10) school days to consider the proposed action and/or changes in the placement of the student. If disciplinary action against a student receiving special education services prevents the delivery of services for more than 10 school days, arrangements will be made to deliver services in accordance with §§300.121.

7. Prior to any Manifestation Determination Hearing, all relevant information related to the alleged infraction(s), must be made available to the student's parent and IEP team members.

8. At said Manifestation Determination the Hearing, IEP team shall review information including but not limit to the contents of the student's IEP file, instructor or administrator observations, home observations, and all available information regarding the events surrounding or related to the infraction, in order to conclude: 1) If the infraction was a manifestation of the disabling condition; 2) If the student's disabling condition had substantial involvement in or relationship to the infraction; 3) If the infraction was an outcome of absent or improperly implemented IEP interventions or services.

9. Should the infraction(s) be determined be a manifestation of the student's disabling condition or substantial outcome of it, the IEP team shall: 1) Conduct a Functional Behavioral Assessment (FBA), if one had not been conducted prior to the infraction and develop and implement a positive Behavioral Intervention Plan. 2) If a FBA had been conducted prior to the infraction and a Behavioral Intervention Plan developed and

implemented, the IEP team shall review the Behavioral Intervention Plan and adjust as is appropriate, relative to the circumstances related to the infraction.

10. If the IEP team determines that the infraction was a manifestation of the disabling condition, the student may not be suspended or expelled.

11. The student shall be returned to his original placement if such action does not present a risk as stated above (See: II.D.5.b.ii.2.) unless the IEP team, LEA, and parent agree to alter or change placement as defined in a new or revised Behavioral Intervention Plan.

12. If the infraction is a manifestation of the disabling condition and the infraction includes any of the following; possession of a dangerous weapon, use or sales of illegal or controlled substances, or injury to another person the student may be placed in an Interim Alternate Educational Setting for forty-five (45) days or less.

All actions, interventions, decision or judgments pertaining to infractions to *ALL*'s Code of Conduct by students with disabling conditions, must conform to all relevant IDEA regulations including but not limited to: 300.530 Authority of school personnel; 300.530(e) Manifestation determination; 300.531 Determination of setting; 300.534 Protections for children not determined eligible; 300.535 Referral to and action by law enforcement and judicial authorities; 300.536 Change of placement because of disciplinary removals.

<u>*HCY Dispute Policy and Procedures*</u>: HCY students have the same rights and responsibilities as Non-HCY students.

ALL Hawaii will adopt Hawaii Administrative Rules Title 8, Department of Education Subtitle 2, Education part 1, Public Schools chapter 19 (STUDENT MISCONDUCT, DISCIPLINE, SCHOOL SEARCHES AND SEIZURES, REPORTING OFFENSES, POLICE INTERVIEWS AND ARRESTS, AND RESTITUTION FOR VANDALISM). All students at ALL Hawaii will be held accountable to the same discipline, suspension, dismissal, and crisis removal policies as those in other schools, as we feel it is beneficial that students be held to equal standard and review process of their peers.

<u>School Etiquette:</u> Although it is a common and desirable custom for members of the ALL community (including students, staff, and parents) to use first names, the use of first names is not required. In this academic setting, Nicknames and epithets are unacceptable. Regardless of the vocative used to address a person, members of the ALL community are expected to refer to one another with respect and dignity. Additionally:

- It is inappropriate and undignified to exhibit ostentatiously affectionate behavior in an academic environment.
- Students shall refrain from "stepping" on another's words (wait for the other person to finish speaking before starting to speak).
- Students are expected to exhibit inclusive behavior rather than excluding others from participation in activities and discussions.
- If a student has verbally contributed several times in a discussion, (s)he should provide

"wait-time" for other, less gregarious students to participate before continuing to answer questions.
- In "whole group response" activities, all students should respond. The verbal responses from any one student should not be subordinately low or overtly loud

Student Dress Code / Grooming: Students should dress in clean comfortable clothing with appropriate modesty and formality suitable for an academic setting. Students shall wear gender appropriate attire and adornment as is commonly accepted in western society and conforms to regional norms. Such attire and/or adornment shall be appropriate in a business-casual work and study environment and that does not detract from the educational goals at *ALL*. Piercings, tattoos, scarification, or other body art that may or may not show gang affiliation, may be appropriate in other settings but is not deemed appropriate while attending or visiting *ALL*. Such piercings, tattoos, scarification shall not be visible. Pants must be worn on or above the waist at all times. Dresses or skirts must be sufficiently long so as to ensure modesty. On Mondays and Tuesdays, students are encouraged to wear smart-causal, business-informal, or national dress (when it does not violate the spirit of other requirements of this code) clothing. Elementary and preschool students must wear closed toe shoes. Duckbill hats, "Gangster" style clothing, baggy low slung pants are prohibited. Hats are not to be worn in buildings unless required for religious or medical reasons. Clothing that depicts violence, drugs, alcohol, tobacco, obscenities, or degrades ethnicities, or is otherwise offensive will result in confiscation and destruction of such clothing. Attire or grooming which produces disorder or an atmosphere of intimidation or causes excessive wear or damage to school property (e.g., studs, chains, etc.) is prohibited. Regardless of style, if a student's style of dress distracts others or is not conducive to academic diligence, the student will not be allowed to attend class.

Computers / Network / Worldwide Web: Computer and internet privileges are available to responsible students during the academic day and extended hours. It is recommended that students purchase a device such as a "flash drive" for storage of their personal information and work. Files on the school's computer hard drives are deleted or cleaned on a regular basis. Students should not save their files on the computer's hard drive.

ALL strives to promote excellence in scholarship, communication and innovation by facilitating access to a reasonably censored global network. Students who dishonor this trust by accessing or attempting to access inappropriate materials without academic justification, written instructor approval, and written parental approval may forfeit their computer privileges on the first offense.

Computer resources shall be used for only educational purposes. Copyright and trademark laws shall be respected. Students shall not reveal personally identifiable information unless authorized by the appropriate school official. Neither logins nor passwords may be shared with other students. Students may use only the computer(s) to which they are assigned. Students may not attempt to change the settings on any computer, add or delete software, add or destroy hardware, or tamper with the security system. Students and/or their parents are financially responsible for any deliberate or unintentional damage or disruption which the student may cause, to any computer, software, hardware, setting(s) or internet service. The

school reserves the right to monitor the use of computer and network resources. Electronic communication shall <u>not</u> be considered private and may be read by the appropriate school employee.

5c. Development of Policies: ALL Hawaii recognizes that discipline policies work best when they are developed as a joint effort amongst staff, administration, and parents. Once the charter application is approved, the staff and administration will work together to draft a policy, which will later on be presented to the school's parent group for input and discussion. We anticipate that it will be similar to the policies already created in section 5b, above.   *ALL*'s discipline code, Discipline Philosophy (see: *II.D.5.)*, and list of Conduct Expectations (see: II.D.5.a.) include ethical guidelines which provide appropriate and effective policies supportive of a safe and orderly school climate. *ALL* responds to minor infractions of the student discipline code so as to minimize escalation of undesirable behaviors. Respect, safety, safeguarding student rights, and preservation of a supportive atmosphere conducive to teaching and learning are basic objectives of ALL's code of conduct.

Each year, the school principal shall post notice soliciting written recommendations for modification of the *ALL* Code of Conduct.

On or about the second Saturday in May, the School-site Council including: school principal; instructor representatives; staff; student representatives designated by current student council, parent representatives designated by *ALL*'s parent organization, community representatives (residential neighborhood(s), representatives of enterprises in the vicinity of the *ALL* campus shall: review submitted written recommendations; review the current Code of Conduct and if indicated and appropriate make recommendation to the Governing Board to modify *ALL*'s discipline policies including suspension, dismissal, and crisis removal. All School-site Council recommendations must be agreed upon by a simple majority of those present.

For any recommendation for modification to *ALL*'s Code of Conduct to be considered, recommendations shall: conform to all relevant State of Hawaii statutes and regulations, Federal statutes and regulations, Hawaii DOE regulations, and IDEA regulations; be succinct, easily understood, and unambiguous; use terminology consistent with local knowledge or include definitions of less well understood terms; and be available for public inspection.

If a quorum is in attendance the Governing Board may consider recommendations made by the School-site Council as well as recommendations offered by any Governing Board Member in attendance, or an Advisory Board directed representative in attendance. Modifications to *ALL*'s Code of Conduct shall require an affirmative vote by a majority of fixed Governing Board Members, proxy votes excluded.

Finally, all teachers will receive copies of the disciplinary procedures and policies and training in regards to implementation. School administration will be responsible for oversight and ensuring that the training is leading to the appropriate implementation of discipline policies, and will adjust profession development to include more training on implementation if required.

5d. List of Offenses: To ensure that our students are held to the same standard of their peers in other schools, ALL Hawaii will adopt Chapter 19's list and definitions of offenses for which students in the school must or may be suspended or dismissed.

For a community to be respected, its members must be respectable. Students who attend *ALL* are held to a high standard of ethical and civil behavior. They are expected to behave honorably and display a sense of social responsibility. Students are expected to do more than follow the "letter of the rule" they are expected to understand and conform to the spirit of ALL's canons of conduct. Students are expected to recognize and change rules, which they view as unjust, in a socially defensible and responsible manner. Dishonesty and the absence or manipulation of justice are harmful to the preservation of a community where the free exchange of ideas, freedom of expression, and individual rights are valued. In order that the *ALL* community be worthy of preservation, community members must be intolerant of cheating, behaviors that harm others, or actions that destroy property. Discipline, academic integrity, and honor remain the foundation of an educated and enlightened community. Students are expected to support *ALL*'s egalitarian community, defend its inclusive culture, and ensure an inviting and comfortable academic environment for all students regardless of ethnicity, culture, socioeconomic status, neighborhood, personal affiliation or any other defining characteristic.

Disciplinary action and /or remedies for violations of *ALL*'s Code of Conduct are viewed as consequences rather than punishments and are intended to help the alleged perpetrator modify future behavioral choices, as well as protect the rights of victims and the rights of the alleged perpetrator. Remedies are intended to be relative to the severity of the infractions and be connected to the offence in terms of restitution. Any significant infraction shall be documented by a written description with sufficient detail to identify any extenuating circumstances. Remedies lasting ten (10) day or less are not subject to appeal. The following is a general list of possible remedies:

- Conference
- Alteration in class schedule
- Contract, written by the student accused of the infraction, must provide reasonable expectation of a change in behavior and include: Truthful statement detailing circumstances of alleged infraction; Confession to specific involvement; Speculation of the consequence to victims (including academic ambiance), Statement of contrition; Specific remedies, should a similar infraction be repeated.
- Restitution
- Confiscation and short-term or long-term impound of prohibited items
- Confiscation and destruction of prohibited items
- Confiscation and impound of inculpatory evidence regardless of prohibited item status
- Confiscation of dangerous weapons, illegal substances, or allegedly stolen property to the appropriate law enforcement agency
- Fines that reflect the cost of repairing or replacing vandalized, destroyed, or stolen objects
- Loss of privileges or access to items, services, facilities related to the offense for a specified and appropriate duration of time

- On-campus short-term suspension lasting less than ten (10) days.
- On-campus long-term suspension lasting ten (10) days or more.
- Off-campus short-term suspension lasting less than ten (10) days.
- Off-campus long-term suspension lasting ten (10) days or more.
- Expulsion
- Referral to law enforcement

E. Professional Culture and Staffing
1. Professional Culture

a. A sound plan for the creation, implementation, and maintenance of a professional culture and clear explanation of how the professional culture will contribute to staff retention, how faculty and staff will be involved in school level decisions and in developing new initiatives, and how success will be assessed. Professional development and evaluation is covered in Criteria II.E.2 and should not be discussed here.

ALL Hawaii operates on the belief that teachers are a vital part of the cognitive learning process, and therefore the learning oriented culture of the school requires that the professional culture operate in a similar fashion—all energy is placed on fostering professional growth that will lead to learner outcomes.

ALL Hawaii's professional culture will be one of positive professional growth and challenge. It is the school's sincere belief that teachers require no incentive for growth, but rather crave the data, feedback, and tools that will allow them to push themselves and their students to reach new heights. With that in mind, the school's administration will follow several policies that will allow for the creation and implementation of a successful professional culture.

First, mentoring and shared decision making is instrumental for the staff to grow both professionally and as a school. As a new school, the administration will work closely with its Association Policy Committee to develop the school's professional policies and initiatives. The founding teachers will have a profound impact on the future of the school, as they'll be responsible for evaluating whether these policies successfully allow teachers to efficiently grow and focus on teaching. During Year Zero and Year 1, special emphasis will be placed on training teachers in the school's pedagogy and instructional methods, so the founding teachers have confidence and a clear understanding of their role in the school's academic mission. This will also ensure that future incoming teachers have a strong pool of mentor teachers to rely upon. Finally, the feedback from the Association Policy Committee will allow for consistent, frequent monitoring of the success of this policy.

Second, the administration will focus on research and data driven decision making, which will allow the teachers to clearly focus and prioritize their time. The MARC system (See section II.B.4) will give the teachers all of the feedback they need, allowing them to focus their energy on teaching, intervening, and adjusting their teaching practices, rather than sorting through data, grading, or guessing as to which students are doing well and which ones aren't. The curriculum lays out a scientifically supported chain of progression for each course and topic,

further allowing the teachers to focus on what really matters—lesson implementation, teaching strategies, and student evaluation.

Finally, ALL Hawaii will emphasize that a variety of personal teaching styles can lead to high student outcomes—the administration will support the teachers in refining and polishing their own teaching style in a way that maximizes student success. Administration support and feedback will focus on allowing the teachers, as professionals, to make choices and adjustments based on the needs of the learners and the school's academic missions. In such an environment, teachers grow and flourish, as their passion is given room to grow, and the instructional practices give them the feedback necessary to refine their skills within the classroom. Such a culture leads to higher retention rates, and teachers want an environment that treats them professionally and allows them to grow towards their goal—giving Hawaii's students a better education than that of the generation before them.

b. If a high proportion of economically disadvantaged students is a part of the anticipated student population, a clear description of how the proposed school will address the anticipated academic challenges posed by the lack of socioeconomic diversity and the concentration of poverty among its students.

Given the projected student demographics (See section II), ALL Hawaii doesn't anticipate having an unusually high proportion of economically disadvantaged students compared to the surrounding areas, although we do recognize that a significant percentage of the students will likely qualify for free and reduced lunch. Given the demographics mention above, ALL Hawaii expects that its proven track record (see section II) supports the conclusion that our curriculum, which meets the needs of all students at their individual level of need, will provide them with the individualized support needed for academic success.

c. A clear description, provided as **Attachment F (1 page limit)**, of a typical school day from the perspective of a teacher in a grade that will be served in the proposed school's first year of operation that aligns with the proposed school's vision and plan for professional culture.

A description of a teacher's typical school day is provided as **Attachment F**.

2. Professional Development

a. A clear description of the appropriate goals and data-driven strategy of the proposed school for ongoing professional development, including whole staff development, grade/level/course teams, and instructional coaching. The description must explain how professional development topics will be identified and how the professional development plan will be driven by data to improve teaching and learning as well as school performance. The description must also include the process for evaluating the efficacy of the professional development.

ALL Hawaii will train the teachers in differentiated instruction and cognitive based learning methods, so that the school's academic mission can be achieved. Student data will be assessed, as will class wide and school wide data, to evaluate whether the students are learning. (See Attachments H and I). The Association Policy Committee will also be relied upon to gather

teacher feedback pertaining to concerns that will allow for more effective professional development.

The administration will first focus the professional development on core issues that are vital to opening the new school: pedagogy, curriculum, common core, 504/IEP stuff, instructional practices, training in the use of MARC, the code of conduct, and the discipline policies. As the school year progresses, the topics will be chosen from feedback from three sources: student data, teacher feedback, and the APC feedback.   Classroom observations will allow the administration to pick topics that will allow teachers to more quickly adjust their teaching styles to their classroom's needs.

At the end of the year, evaluations and professional development plans will be compared to student achievement statistics for the year, and this will serve as the data driven portion of efficacy testing of the professional development. Annual staff evaluations will also compare beginning year, mid-year, and end year concerns/observations for the same purpose.

b. A description of professional development opportunities, leadership, and scheduling that effectively support the Academic Plan and are likely to maximize success in improving student achievement, including an adequate induction program. The description must explain what will be covered during the induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional framework and methods.

ALL Hawaii will follow the Induction Program framework set by the Hawaii Department of Education:

1. A three-year comprehensive induction program for every beginning teacher, including two years of intensive mentoring.
2. A system pairing each beginning teacher with a trained instructional mentor.
3. A strictly observed maximum ratio of beginning teacher to full-released mentor of 15 to 1.
4. A defined process and criteria for mentor selection.
5. Ongoing research-based training specifically designed for mentors of beginning teachers.
6. Ongoing mentor support via forums, peer coaching and professional learning communities.
7. Ongoing new teacher professional development and professional learning communities designed to meet the unique needs of the beginning teacher.
8. A beginning teacher professional growth plan that addresses specific skill and content gaps.
9. Induction program completion requirements for all beginning teachers.

10.   Data collection to assess implementation and impact for continuous program improvement.
http://www.hawaiipublicschools.org/TeachingAndLearning/EducatorEffectiveness/InductionAndMentoring/Pages/home.aspx

The Induction Program will place special emphasis on how to use cognitive learning methods to establish teaching styles, classroom management, and student assessment. In the first year, the training will focus on the school's culture, mission, and vision; Common Core, curriculum, and assessment; differentiated instruction; student interventions; school procedures and protocol; I.E.P. protocol and compliance; class management and cognitive learning to shape classroom behaviors.

c. A clear description of the expected number of days or hours for regular professional development throughout the school year that includes an explanation of how the proposed school's calendar, daily schedule, and staffing structure accommodate this plan; the time scheduled for common planning or collaboration; and an explanation for how such time will typically be used. The description must identify ways the professional development scheduling conflicts with Master Collective Bargaining Agreements, explain any specific amendments that may be needed through supplemental agreements, and provide an adequate contingency plan in the event such amendments cannot be negotiated under supplemental agreements.

ALL Hawaii will comply with the professional development requirements set forth in the Union's CBA (and will update it to match any changes that occur between now and year 1), such as these:

1. Half-time teachers shall be granted six (6) adjusted personal and/or professional development leave days with pay per school year in accordance with the appropriate percentage of full-time equivalency in accordance with the provisions of [the MOU].
2. The cost of any prescribed coursework or professional development activities shall be borne by the Employer and shall not be used for reclassification.
3. The Employer shall grant up to six (6) Personal/Professional Development Leave days with full pay per school year which may be used for personal business which 53 can be transacted only during the school hours. Such Personal/Professional Development Leave shall be charged against the teacher's sick leave. A teacher desiring to use Personal Leave shall give at least forty-eight (48) hours advance notice except in emergencies.
4. In addition, the Employer and Association recognize that multiple forms of professional development are critical to enhance teacher practice. Professional development has the greatest impact when there is sufficient time for professional learning to be job-embedded as part of an educator's workday.

5. Pursuant to an MOU between the Employer and Association on the professional development time, every school will have dedicated time each month as part of the teacher workday for teachers to participate in job embedded professional development .

6. For use in multiples of not less than one (1) hour increments at the discretion of the Employer to require teachers to participate in job embedded professional development that extends the work day of teachers. The focus of these 21 hours will be on Common Core State Standards, data teams and formative instruction, response to intervention, and teacher evaluation. b. Although teachers shall be compensated for three, 7 hour days (21 hours total), because the twenty-one (21) hours are contiguous to the teacher's work day, there is no increase in the number of days that the teacher must report to work during the school year. c. In accordance with Article XX, Salaries, paragraph L, the Department will provide Professional Development (PD) credits for select activities conducted during these 21 additional hours. d. In no event shall the workday extend beyond 4:30 pm and proper notification (at least one week's notice) shall be given when scheduling for job-embedded professional development

7. School Administrators, in consultation with the teachers and other members of the school community, will have the flexibility to determine whether additional time throughout the school year should be repurposed for heightened focus on core strategic priorities, through use of other administration directed time, including student shortened days, six (6) teacher preparation periods per semester, a portion of the two administrator days at the beginning of the school year, and any other appropriate time that may be available during the teachers' work days.

d. A description identifying the person or position with the time, capacity, and responsibility for coordinating professional development and a reasonable plan for identifying ongoing professional development needs, including sufficient funds and resources (Title II funds, etc.) for implementing the professional development plan.

During Year 1, there will be large overlap between the Induction topics and the Professional Development program, as all teachers will be "new" to the school. The Director will consult with the teachers, school community, and union representative to coordinate the topics covered during professional development.

School Administrators, while consulting with the teachers and other members of the school community, will have the flexibility to determine whether additional time throughout the school year should be repurposed for heightened focus on core strategic priorities, through use of other administration directed time, including student shortened days, six (6) teacher preparation periods per semester, a portion of the two administrator days at the beginning of the school year, and any other appropriate time that may be available during the teachers'

work days. Any adaptations to the professional development will comply with the union's framework.

The Director will visit classrooms to collect evidence that reflects the teachers' and students' progression towards goals. See sections II, III, and attachments H & I for detailed description of this process. At ALL, classroom observers will be treated as regular occurrences rather than high stress, disruptive, annual events. Additionally, the classrooms can also be viewed on the networked classroom cameras, which will allow the Director to quickly check in on classes at more convenient times. While planning professional development, the director will therefore have an accurate, ongoing picture of the school's progression. Group and individual feedback will be provided frequently, in verbal or written format. Any written format will be aligned with the Educator Evaluation System.

Given the small, leader-oriented environment, staff will also work together to design and implement strategies that enhance their professional development, especially as it pertains to classroom or student specific obstacles. See Attachment FF for a budgetary explanation of funding.

3. Staff Structure

a. A complete staffing chart for the proposed school, using the Staffing Chart Template (Exhibit 2) and provided as **Attachment G (required form)**, that clearly indicates all positions, is aligned with the Academic Plan, and proposes a salary structure that is in alignment with the proposed school's budget.

 A staffing chart is provided as **Attachment G**.

b. A description of a reasonable rationale for the staffing plan, as demonstrated in the staffing chart, that clearly explains how the relationship between the proposed school's leadership or management team and the rest of the staff will be managed and includes justifiable teacher-student and total adult-student ratios for the proposed school.

The school's leadership team (School Director and Board) will work with the rest of the staff not only to manage the staff but also to work with them as a team members in a manner that supports and directs the mission of the school. See Attachments G & T and Section III for detailed development and interaction plans. The leadership team will give feedback and suggestions to maintain the high expectations of the school. There will be open communication and protocols to ensure that the needs of the students and teachers are being met.

The Board will oversee the leadership team. See Attachment T for specific evaluation protocol.

School Principal will be in charge of an entire school, and the active role, apart from administrative duties, will be teacher and school development and evaluation. Since ALL Hawaii is not large enough to have a full-time vice principal, the principal is absent, a teacher will be designated as a teacher-in-charge of the school and be paid of 8% above the teacher's base salary of the period designated (per Agreement between HSTA and State of Hawaii Board of Education, 07/01/13-06/30/17). A School Administrative Services Assistant will manage

several areas of responsibility, such as: office Management, handling visitors; Supervision; Registrar duties: enrollment; Office services; clerical support; etc.

Elementary school will have teachers divided into teams based on grade level of students.

Middle school teachers will be divided into teams based on core academic areas, such as Social Science, Language Arts, Science, Mathematics and Computer Technology. We plan on having 9 classrooms (5 in elementary school, and 4 in middle school), accordingly 5 elementary school classroom teachers, and 4 middle school classroom teachers. As the elementary classrooms are sorted cognitively, rather than grade level (see section II) this will allow us to maintain a ratio of roughly 20:1, given that the middle school classes are likely to take in some of the advanced younger students, freeing up the elementary classrooms which, at first glance, seem to have a 24:1 ratio. Given the cognitive placement methods, teachers will be given a group that is ideally suited to our differentiated instruction methods, especially given that the curriculum (see ___) already allows for differentiated instruction.

To meet the remaining needs of the students, will have specialists, subject to new hires, for PE, Art, Music, Hawaiian culture and history, and Chinese language. See Attachment G.

If we will receive funding for Title 1 Program, we are planning to hire Intervention Specialist in Mathematics and Paraprofessional Specialist to serve grades K-8.

When charter school enrolls a SPED student or identifies one of its students as eligible for SPED, the school is responsible for providing educational and related services required by a student's IEP. While DOE's SPED count is done in December of the preceding school year, the calculation is based on total estimated need as calculated via the student IEP, not on the number of SPED students. In the first year of operation, school will hire 1 SPED teacher, 0.5 FTE in advance without knowing their SPED enrollment number / IEPs in order to ensure that FAPE can be provided for all (K-8) enrolled students with number of physical, mental and emotional disabilities. Special education teacher will direct meetings with parents and staff regarding the Individualized Education Plan and make necessary adjustments throughout the year.

A janitorial worker will performs routine manual work in cleaning and maintaining the building.

c. If the proposed school has a *virtual* or *blended learning program*, a clear description for the identification of the position(s) dedicated to IT support and a reasonable plan that clearly ensures sufficient capacity for deploying and managing technology inventory and network needs with minimal interruptions to teaching and learning, including troubleshooting support for school staff and students.

Not applicable because the proposed school does not contain an online learning program.

4. Staffing Plans, Hiring, Management, and Evaluation

a. A clear description of the proposed school's recruitment and hiring strategy, criteria, timeline, and procedures that are likely to result in a strong teaching staff that meet "Highly Qualified" requirements in accordance with the Elementary and Secondary Education Act ("**ESEA**") and are well-suited to the proposed school, including other key selection criteria

ALL Hawaii is aware that teacher recruitment is particularly challenging in Hawaii. Despite its relatively urban location, ALL anticipates that staffing will present several challenges—first is general teacher turn-over, often blamed on cost of living and the frequent pedagogical changes by the government; the second is advertising a brand new charter school as an appealing work environment.

ALL Hawaii believes that teachers are eager to find workplaces that allow them to grow professionally, implement innovate solutions, and educate students in a meaningful way. To that end, ALL will focus on recruiting teachers who will thrive in a "non-traditional" environment. ALL is an appealing environment for teachers who yearn to bring about change in the field of education, as our data-driven system allows for constant, daily innovation, many of which have the potential to benefit other schools within the state. While the school will be a new one, the curriculum and its implementation is not, and the recruitment will advertise the stability and proven success of ALL's methods. The school's unique curriculum, its familial environment, and its focus on learning above all other things is the school's selling point to teachers. Professionally, their work is valued and their growth is in their own hands. Most importantly, the curriculum and data collection programs free up the teachers' time, leaving them with only one job—teach and evaluate the needs and progress of the class. This is particularly appealing to teachers who have felt overwhelmed by the amount of time they spend on non-teaching items.

Cost of living is fixed by the location, but the school's community setting can partially remove cost of living as an obstacle. If teachers work in or directly near the neighborhood where the school is located, travel time and costs are significantly lower. ALL is also negotiating for the developer to offer housing discounts to school employees. Competitive salaries which match Department of Education (and therefore Union) salaries will be offered.

ALL will advertise on websites (Department of Education, Charter School Commission,) as early as January 2017, and will participate in job fairs as they occur. Special efforts will be made to recruit local graduates from the University of Oahu, as these teachers are locally trained and already familiar with the city and its students. The primary goal is to hire HQ teachers that fit the culture of our school. If a candidate teacher is willing to work on becoming HQ, ALL is willing to work with teachers that are not HQ if they present a unique skill set that other candidates do not provide. ALL Hawaii aims to have all positions filled by July 1st, so that the staffing is complete before the school's start day in July. If local teachers are unavailable to fill positions, the board will consider recruiting teachers from Arizona that have already worked and received training with the school's curriculum.

The hiring procedure will be interviews with board members and the school's director. The interviews will emphasize the school's culture, goals, and unique curriculum, and will gauge the candidates' willingness and capacity to work in with them.

In conclusion, ALL provides teachers a work environment where their sole responsibility is to educate and foster the school culture within the students. Their professional growth is encouraged and in their own hands, and they will receive daily support in and out of the classroom. It is an environment that will discourage teacher turnover.

b. If the proposed school offers a *virtual* or *blended learning program*, a clear description of the proposed school's recruitment and hiring strategy, criteria, timeline, and procedures that are likely to result in strong online learning teachers that have the requisite subject-matter knowledge, technological proficiency, communication skills, and other capabilities necessary to teach effectively in the online learning environment.

Not applicable because the proposed school does not contain an online learning program.

c. A clear description of realistic and legally sound procedures for hiring and dismissing school personnel, including procedures for conducting criminal history record checks.

ALL Hawaii will act in accordance with Section 846-2.7 when it conducts its state and national background checks, which will be a required portion of the hiring procedure. A clear background check is a prerequisite for being offered a position at ALL. Upon a clear background check, interviews, and reference checks, ALL may offer a position to a candidate. When dismissing employees, ALL will follow all union regulations as well as federal and state law.

Procedures for conducting criminal history records checks: Administrators, Instructors, Teachers, substitute teachers, coaches, janitors and all school staff who have direct unsupervised contact with students are required to hold a current level one fingerprint clearance card. Fingerprint clearance cards are the property of the individual whose name is on the card and any fees incurred in obtaining or updating such a card is the responsibility of the cardholder. Volunteers and Chaperones who do not have direct contact with students and volunteers who do have direct contact with students but are supervised by a school employee who holds a level one fingerprint clearance card, are not required to hold a fingerprint clearance card. Volunteers and Chaperones who have direct contact with students and do not have in-person supervision by a school employee who holds a current level one fingerprint clearance card, are required to hold a regular fingerprint clearance. Parents, Guardians, and Designees who chaperone only their own children or who are legally responsible for the care and management of the student(s) they are supervising, are not required to hold a fingerprint clearance card. Designees including grandparents, aunts, uncles, etc. must file written authorization signed by a parent or guardian, with the school. Persons who are required to hold a said current fingerprint clearance card, must have a facsimile on file in the appropriate office prior to interacting with students.

d. A thoughtful plan for supporting, developing, and annually evaluating school leadership and teachers that is likely to produce and retain a successful staff, including a description of the processes, protocols, framework, criteria, and/or tools that will be used for conducting

evaluations, delivering feedback, and coaching. The plan must cite any evidence or existing research supporting the effectiveness of utilizing the specified approach. If already developed, the plan should provide any leadership evaluation tool(s) as **Attachment H (no page limit)** and any teacher evaluation tool(s) as **Attachment I (no page limit)** that are likely to be effective. Evaluation tools must align with the criteria outlined in BOE Policy 2055 and related provisions of any Master Collective Bargaining Agreements, unless specific amendments are executed in a supplemental agreement. If amendments will be needed, the plan must describe the specific amendments that would be necessary to implement the evaluation tool(s), demonstrate an understanding of the employment environment, and include a reasonable plan for contingencies if the amendments cannot be negotiated under a supplemental agreement.

Plan for supporting, developing, and annually evaluating school leadership and instructors: *ALL*'s Measure of Educator Effectiveness (ALLMEE), along with MARC, were designed to provide valid and reliable measures of instructor and administrator effectiveness, subject-content-materials design efficiency, and pedagogical efficacy based on quantifiable measures of student learning outcomes. MARC was an in-house project. ALLMEE was inspired by the MET Project (Measures of Effective Teaching), The Charlotte Danielson Framework, and the Arizona Model for Measuring Educator Effectiveness and the Tripod Project. MARC automatically outputs analysis and reports relevant to summative quarterly Student Progress Reports and summative annual data reports of instructor and administrator effectiveness relevant to ALLMEE. ALLMEE provides for annual summative evaluations of instructor and administrator effectiveness (see: ATTACHMENT H, and ATTACHMENT I). MARC provides real-time predictions of ALLMEE end of the year evaluations. That is, an instructor or teacher can view, at any time during the year, and estimate the outcomes of an ALLMEE evaluation as if it was assessed at that moment.

Feedback and Coaching: Instructors, administrators, and pedagogical coaches are provided with continuous corrective feedback regarding their effectiveness. Such feedback is an essential and integral part of ALL's "whole" system design. Instructors, administrators, and pedagogical coaches are evaluated on measurable student progress, and progress towards measurable "system" goals, along with effective application of pedagogical, and "best practices" that are highly correlated with student success. MARC is *ALL*'s proprietary direct input and analysis tool that instructors utilize to record student progress in real time (See: II.A.1.a. Expert Trials / Continuous Assessments; Challenge Exercises / Continuous Assessments). MARC is designed to group and analyze raw data raw data and to automatically generate output specific to ALLMEE's design parameters as the data is entered. The instructor enters fine-grained data directly into MARC where it is condensed, processed, and directed to online, real-time formative reports representing continuous feedback loops that are updated daily. Output reports and graphs are generated at the student level, subject level (including item), classroom level, cohort level, school level and various demographic sorting and meaningful cross correlations. In-service whole group (staff) training, is held once every week based on MARC outputs and related pedagogy. In class, in situ modeling, pedagogy demonstration, and content mapping is provided on an as requested, evaluation required and scheduled basis. Instructor peer coaching is encouraged as well as instructive "team teaching." Mentors are assigned to new teachers.

e. An effective plan that explains how the proposed school intends to promote or incentivize satisfactory and exceptional school director, management team, and teacher performance and handle unsatisfactory school director, management team, or teacher performance, including effective planning for turnover.

Sections on the Academic and Professional Development and Culture, which outline the school's unique setting and opportunities, will serve as a key incentive in the satisfactory performance of the school's director, teachers, and staff—the culture will encourage growth and improvement.

If the Director exhibits unsatisfactory leadership, it will be addressed by the board at her annual evaluation, and notifications may be made prior to the evaluation in hopes of amending the issue as soon as possible. In the case of serious concerns which negatively impact the school, the Board will immediately notify the Director of its concern, assemble an emergency meeting, and contact legal counsel. All outlined Policy will be followed from there.

The Director will address teacher performance and evaluation, either at the meeting that the teacher attends for evaluation, or immediately if the issue at hand is serious and negatively impacts the school. All Policy procedures for evaluation and dismissal (outlined in sections III and attachments G,I, and R) will be followed.

Teacher turnover is anticipated, but as mentioned in section 4 (Staffing Plan), ALL's strategy is to foster an environment which minimizes teacher turnover. Current and experienced teachers will be encouraged to mentor new hires, not just in teaching methods, but also in the school's culture and atmosphere, which will allow for a more comfortable transition into the ALL community.

f. A satisfactory explanation of any deviations in staffing plans, including salaries, from Master Collective Bargaining Agreements, including identification of amendments that would be needed in a supplemental agreement and a reasonable plan for contingencies if such amendments cannot be negotiated under a supplemental agreement.

The Union is particularly appealing to teachers within Hawaii, as it grants them many professional protections. As teacher turn-over is already a concern, ALL has no desire to deviate from the CMBA, as it anticipates that it would make it even harder to attract and keep qualified staff. Therefore, ALL will not deviate from the MCBAs.

g. If developed, reasonable and legally sound personnel policies or an employee manual, provided as **Attachment J (no page limit)**.

Not applicable because personnel policies or an employee manual is not yet developed. It will be developed during year 0, so that it can be customized to suit the facility specific items that may need to be included in the manual.

F. School Calendar and Schedule

1. A school calendar for the proposed school's first year of operation, including total number of days and hours of instruction, provided as **Attachment K (no page limit)**, and a satisfactory explanation of how the calendar aligns with and clearly reflects the needs of the Academic Plan.

ALL Hawaii will follow the yearly calendar set forth by Hawaii Department of Education. See attachment K. As ALL Hawaii strives to give all students access to a strong education, we feel that matching the State's current calendar will allow more students the freedom to attend, as it eliminates potential burdens that are placed on families who have to cover unexpected travel costs or daycare costs during unusual breaks. Teaching candidates will find this appealing as well, thus ensuring that the academic environment is as accessible to as many community members as possible.

2. A clear description of the structure of the proposed school's day and week that aligns with and clearly reflects the needs of the Academic Plan, including the following:

    a. A description of the length and schedule of the school week.

    b. A description of the length and schedule of the school day including start and dismissal times.

    c. The minimum number of hours or minutes per day and week that the proposed school will devote to academic instruction in each grade.

    d. The number of instructional hours or minutes in a day for core subjects.

    e. A satisfactory explanation of why the proposed school's daily and weekly schedule will be optimal for student learning.

    f. The number of hours or minutes in a day for teacher planning time.

    g. A sample daily and weekly schedule for each division of the proposed school, provided as **Attachment L (no page limit)**.

    a) Length and schedule of week: ALL Hawaii's Elementary students will have a 5 day school week (Monday-Friday) with school beginning at 7:45 and dismissing at 2pm on Tuesday through Friday. On Monday, school will dismiss at 1pm to enable in-house training. The teacher will have 45 minutes at the end of each day for planning.
                ALL Hawaii's Middle school students will have a 5 day school week (Monday-Friday) with school beginning at 8am and dismissing at 3pm Tuesday through Friday. On Mondays, middle school will dismiss at 2 to enable in-house training. Teachers will have a 45 minute planning period at the end of every day.

    b) Length and schedule of day: ALL Hawaii's Elementary students have 6 hours and 15 minutes a day. School begins at 7:45. There will be a half hour lunch for teachers and students. Teachers have a 45 minute planning period at the end of the day. A support staff member will supervise the students during lunch period.
                ALL's secondary students will have a seven hour day. School begins at 8am. There is a half hour lunch for teachers, and an hour lunch for the

students, which will be monitored by a support staff member. Teachers will have a 45 minute planning period at the end of every day.

c) Minimum minutes and hours devoted per day and week to instruction: For students in grades K-5, 5.5 hours a day will be devoted to instruction in core subjects: Math will receive 10 hours a week, language arts receives 9.75 hours a week, and science receives 6 hours a week.

Tuesdays through Friday, students in grades 6-8 will attend 6 periods that are one hour long. On Mondays, they will attend 5 one hour periods, which means that they will get 5 hours a week in all of their subjects.

d) Number of instructional hours or minutes in a day for core subjects: For students in grades K-5, we have scheduled 5.5 hours a day will be devoted to instruction in core subjects.   For students in grades 6-8, they will receive the following subjects on a daily basis: Language Arts 1 hour, Math 1 hour, Social Studies 1 hour, Science 1 hour, World Language 1 hour.

e) Optimal student learning: ALL-Hawaii knows that the more contact time a teacher has with their students, the better the students learn. Therefore, the schedule was created to optimize teacher contact time and to ensure that students receive immediate feedback with no transition time. A student won't have to wait for the teacher or for others to continue with their learning. Activities within the daily routine (see Academic Plan and Curriculum) ensure that students are receiving immediate feedback and are able to learn and self-regulate their learning. This academic schedule allows for maximum contact time balanced with adequate teacher preparation time, which will allow for the successful implementation of the school's rigorous and supportive learning environment.

f) Teacher planning time: The teachers will be given a 45 minute planning period at the end of every school day. At no time will a teacher be required to teach more than 180 consecutive minutes without break.

g) Sample schedule is attached as Attachment L.

G. Supplemental Programs
1. If applicable, a description of a sound plan for any summer school programs the proposed school will offer that will meet anticipated student needs, including a clear explanation for how the programs are integral to the proposed school's academic plan, a reasonable schedule and length of the program, and sound funding plan for the programs. If the programs will not be implemented in the first year of operation, the plan must describe the timeline for implementation.

 Not applicable because the proposed school does not plan to offer any summer school programs. A summer school program is not integral in our academic plan, as the flexible curriculum allows students to make gains at their own pace, at any time of the school year. If a summer school program were to be offered, it would be structured according to student need and desire.

2. If applicable, well-designed plans and identified funding for any extracurricular or co-curricular activities or programs the proposed school will offer that will meet anticipated student needs and provide enrichment experiences that are in alignment with the Academic Plan. The plans must describe how the activities and programs are integral to the proposed school's academic plan, how often they will occur, how they will meet anticipated student needs, and how they will be funded. If the activities or programs will not be implemented in the first year of operation, the plans must describe the timeline for implementation.

Not applicable. Our extracurricular activities have always been proposed by student interest and ran by the school's Parent Group. All programs that are integral to the academic plan have been mentioned above, in section II. While we anticipate that the parents and students will develop activities that enrich the students and suit their particular needs, we are not in a position to anticipate the specific desires of the students or parents at this time. The programs will likely be funded through a fee charged for the service, with scholarships awarded when needed (through federal tax credits), or through Parent Group fundraising efforts.

H. Third-Party Service Providers
This section is not applicable. The proposed school does not plan to partner with a Service Provider.

I. Conversion Charter School Additional Academic Information
This section is not applicable. The proposed school is not a conversion charter school.

III. Organizational Plan

A. Governance

1. A clear description of the mission and vision of the proposed school governing board that is aligned with the proposed school's mission and vision, if different from the proposed school's mission and vision, and a clear and concise description of the governance philosophy that will guide the proposed school governing board, including proposed school governing board's bylaws and any other governing policies (except the Code of Ethics and Conflict of Interest policy, which will be provided separately) that are comprehensive and sound, provided as **Attachment R (no page limit)**, and the completed and signed Statement of Assurances (Exhibit 3), provided as **Attachment S (required form)**.

See Attachment R for the Board's mission, vision, philosophy, bylaws, and policies. See Attachment S for the signed Statement of Assurances.

2. Organizational charts, provided as **Attachment T (no page limit)**, that clearly indicate all positions and illustrate the proposed school governance, management, and staffing structure in: a) Year 1; and b) all subsequent years until full capacity is reached. The organizational charts must clearly delineate the roles and responsibilities of (and lines of authority and reporting among) the proposed school governing board, staff, any related bodies (such as the proposed school's supporting nonprofit organization, advisory bodies, or parent/teacher councils), and any external organizations that will play a role in managing the proposed school. The organization charts must also document clear lines of authority and reporting between the proposed school governing board and proposed school and within the proposed school.

Organizational charts are provided as **Attachment T**.

3. A description of an effective governance structure of the proposed school, including the primary roles of the proposed school governing board and how it will interact with the school director, any school management teams, any essential partners, and any advisory bodies. The description must include the size, current and desired composition, powers, and duties of the proposed school governing board that will foster the proposed school's success; identify key skills or areas of diverse expertise that are or will be effectively represented on the proposed school governing board; and adequately explain how this governance structure and composition will help ensure that: a) the proposed school will be an academic and operational success; b) the proposed school governing board will effectively evaluate the success of the proposed school and school director; and c) there will be active and effective representation of key stakeholders, including parents or guardians.

The Governing Board's role is to assist ALL-Hawaii in their shared mission of providing the best possible education for its students. The Governing Board's value is in its collective knowledge, experience, and expertise. Given that this is its contribution to the school, it will have three main roles: to help the school decide its strategy for improvement, so that the students can learn most effectively and achieve high standards; to serve as a critical friend, in that it is responsible for monitoring and evaluating the school's effectiveness (especially when that calls for asking tough questions and pressing ALL-Hawaii for improvement), and through this

monitoring it will promote the interests of the school and its students; finally, to ensure accountability. The School Director and staff report the school's performance to the Governing Board, and the Board will answer to the parents, local community, and the state for the school's overall performance. See Attachments H, I, and R for specific evaluation mechanisms in place.

The applicant board consists of 8 members, whose skills are in finance, fundraising and marketing, teaching, programming, software creation, academic management, human resources, and school management, and oversight. In sum, they possess the skills necessary to start a charter school. See Attachment U for detailed resumes. Upon ALL-Hawaii completing year 0, it will begin recruiting advisory members, such as local parents and community leaders who can advise the board and represent the school's needs, especially on matters that are specific to the community and the state. See Attachment BB for more information on the advisory board members and its timeline.   Given the board's skill set, experience, and insight into the school's chosen method and curriculum, it will be able to anticipate and question results as soon as the school is in operation. Furthermore, the board members all have skills that are vital to a successful Year 0. A Hawaii-based business leader, a school founder with years of success, and the creator of the MARC program are just a few of those on the applicant board. This specialized knowledge, along with the academic, business, and financial expertise of the remaining members, ensure that the school has experts in place to guide it through every obstacle.

4. If the proposed school has a *virtual* or *blended learning program*, a clear description of the role the governing board will play in the online learning program that ensures the effective oversight of the online learning program, including a clear and realistic description of the requisite knowledge of online learning that the proposed governing board currently possesses or will endeavor to possess.

Not applicable, as the proposed school is not a virtual or blended learning program.

5. Demonstrated will, capacity, and commitment of current and proposed governing board members to govern the proposed school effectively by providing the following:

   a. A list of all current and identified proposed school governing board members and their intended roles;

   b. A clear summary of members' qualifications for serving on the proposed school governing board, including an adequate explanation of how each member meets any of the considerations in HRS §302D-12 and will contribute a wide range of knowledge, skills, and commitment needed to oversee a *high-quality charter school*, including academic, financial, legal, and community experience and expertise;

   c. Completed and signed Board Member Information Sheets (Exhibit 4) and resumes for each proposed governing board member, provided as **Attachment U (required form; no page limit)**, that demonstrates board members share a vision, purpose, and expectations for the proposed school; and

d. If not all board members have been identified, a comprehensive and sound plan and timeline for identifying and recruiting governing board members with the necessary skills and qualifications, including a description of such skills and qualifications.

e. If the current board will transition from an Applicant Governing Board to a more permanent governing board, a comprehensive and sound plan for such a transition, including a reasonable timeline for recruiting and adding new members; a brief description of the individual and/or collective skills sets the anticipated board members are expected to bring, with specific reference to the skill sets described in HRS §302D-12; a description of the priorities for recruitment of additional or replacement proposed school governing board members and the kinds of orientation or training new members will receive; and identification of any bylaws, policies, or procedures changes that will be necessary for such a transition.

Not applicable, as the Applicant Governing Board doesn't plan on making significant changes in structure or members as it becomes the school's permanent governing board.

6. A clear description of effective governance procedures, including an explanation of the procedure by which current proposed school governing board members were selected and how any vacancies will be filled; an explanation of how often the board will meet both during start-up and during the school year; any plans for a committee structure and identification of chairs for any proposed committee(s); and a description of the governing board meetings, including how and where meetings will be conducted, how the governing board will provide meaningful access to the public, and if board meetings are to be conducted virtually (such as through conference calls, videoconference, or web conference).

Current board members were recruited specifically for their abilities to contribute to the school's foundation, in that they have demonstrated the skills and dedication that are necessary to guiding a new charter school to success. Any vacancy occurring in the Governing Board (by death, resignation, removal or otherwise) may be filled by an affirmative vote of the remaining members at a meeting specially called for that purpose. A member elected to fill a vacancy shall be elected for the remaining unexpired term in office. The Board shall meet at a minimum of twice a year but may meet more frequently as determined by consensus of the Chairman of the Board and the Chief Executive Officer. Each board member shall receive proper notice of the time and date of each meeting, and the board will meet via web/video-conference if they are unable to meet in the same location. This web conference will be made publicly accessible if meaningful physical access to the meeting cannot occur.

At meetings of the Board, a majority of the total of members (fixed by the by-laws) with the Chief Executive Officer shall constitute a quorum for the transaction of business. The act of a majority present at any meeting at which a quorum is present shall be the act of the Governing Board. Any regular meeting of the Board may be adjourned from time to time without notice other than announcement at the meeting whether a quorum is present or not and reconvened to transact any business which might have been transacted at the original meeting noticed.

The Board with the Chief Executive Officer shall have the power to alter, amend or repeal the Bylaws or adopt new Bylaws. The Board with the Chief Executive Officer may exercise this power at any regular meeting at which a quorum is present and notice of the action to be taken with respect to the Bylaws having been contained in the notice of waiver or notice of such meeting.

Board Members shall not receive any stated salary for their services related to their Board duties. However, nothing contained in these Bylaws shall be interpreted to preclude any member from serving the Corporation in any other capacity and receiving compensation therefore. Any member may be removed either with or without cause at any annual or special meeting of the Board, by an affirmative vote of a majority of members and/or with the affirmation of the Chairman of the Board. The Board shall be elected by the members and/or appointed by the Chief Executive Officer. The chairman and vice-chairman of the Board shall serve until their successors are chosen but may be removed at any time by the affirmative vote of a majority of the Board and/or by the Chief Executive Officer. Elections for the Board shall be held at times which the Chairman of the Board and/or the Chief Executive Officer shall determine. Each member who is entitled to vote under the provisions of the By-Laws shall receive notice of the election and shall be allowed to submit an application to have his or her name placed on the ballot. The Nominations Committee shall nominate the members of the Corporation who are to run for election to the Board. The Board may appoint Advisory Members to the Board. Advisory Members shall receive all notices of meetings, shall be entitled to attend all meetings, and shall be allowed to engage in discussion and offer advice at meetings; however, they shall not have any voting power.

7. A clear description of any existing relationships that could pose actual or perceived conflicts if the application is approved, the specific steps that the proposed school governing board will take to avoid any actual conflicts and to mitigate perceived conflicts, and appropriate Code of Ethics and Conflict of Interest policies or procedures, provided as **Attachment V (no page limit)**, that will minimize real or perceived conflicts and align to applicable laws.

The primary perceived conflict is of that of the School's Director serving on the applicant board. However, the board will follow its conflict of interest policy (see attachment V), which will allow her to serve both functions without calling into questions the ethics of her job or the Board. For example, she will abstain from voting on any issues that overlap with her interests and responsibilities as School Director, the most obvious of which is anything regarding her salary or her evaluation, which is detailed in Attachments R and V.

David Jones, an applicant board member, is currently the headmaster at ALL-Tucson, the employer of a few applicant board members. ALL-Tucson will essentially serve as a "sister school" for ALL-Hawaii, providing a pool of knowledgeable teachers and staff which is available to us as we begin to implement the curriculum in a new school. However, the governing board policy of ALL-Hawaii has specific conflict of interest policies that will prevent conflict of interests from impacting the ethics of ALL-Hawaii. See Attachment V. Further, its transition to a larger board, filled with local advisory members, will further enforce an appropriate separation amongst all entities involved. See Attachments V and R.

8. A clear description of sound plans for increasing the capacity of the proposed school governing board, orientation of new members, and ongoing training and development for members, including reasonable timelines, specific and thoughtful topics and capacities to be addressed, and requirements for participation.

While the Board is currently well-staffed at 8 members, it will reevaluate its needs as it progresses through Year 0. It doesn't anticipate adding new members until year 1, at which point it will focus on recruiting high quality Advisory members. These new members will receive orientation according to the Bylaws (see Attachment R).

Board members will be required to participate in all of the meetings during Year 0, even if such participation depends upon virtual attendance, as Year 0 is vital for the schools success, and will therefore require frequent meetings. Anticipated topics are school design decisions, staff interviews, and marketing and finance decisions.

9. A clear description of any advisory bodies or councils, including clear roles and duties, the planned composition, the strategy for achieving that composition, and resumes of any individuals that have been identified to serve on these advisory bodies or councils, provided as **Attachment W (no page limit)**. The description must include an explanation of an effective relationship between the advisory bodies or councils and the proposed school governing board and the proposed school's leadership team or management team, including the role of parents or guardians, students, and teachers and the reporting structure as it relates to the proposed school's governing board and leadership.

Not applicable because the proposed school and governing board do not plan to have any advisory bodies or councils. The governing board will have advisory members, and that process is detailed in Attachment R and Organizational Section.

B. **Performance Management**
1. Comprehensive and effective plans for evaluating and monitoring academic, financial, and organizational performance that explain how the proposed school will measure and evaluate performance data, including:

   a. Academic Performance Data Evaluation Plan. A comprehensive and effective plan and system for:

      i. Collecting, measuring, and analyzing student academic achievement data of individual students, student cohorts, and the school as a whole—throughout the school year, at the end of each academic year, and for the term of the Charter Contract—including identification of the student information system to be used;

      ii. Using the data to refine and improve instruction, including descriptions of training and support that school directors, any management team, teachers, and governing board members will receive in analyzing, interpreting, and using academic performance data to improve student learning; the qualified person(s), position(s), and/or entities that will be responsible for managing the data, interpreting it for teachers, and leading or coordinating data-driven professional development to improve student achievement;

and how the person(s), position(s), and/or entities will be provided time to complete the aforementioned collection, analysis, management, interpretation, and coordination of data-driven professional development; and

iii. Reporting the data to the school community.

Student academic achievement data of individuals, cohorts, and the school will be collected instantly and daily through the use of MARC (see section II.B.4).Teacher and staff training will include how to use and benefit from MARC (See section II). The school director will be responsible for evaluating both the data itself and the effectiveness of MARC's implementation (see Attachments H and I).

b. Financial Performance Data Evaluation Plan. A comprehensive and effective plan and system for maintaining, managing, compiling, and interpreting financial data monthly, quarterly, annually, and for the term of the Charter Contract, including descriptions of the qualified person(s), position(s), and/or entities that will be responsible for maintaining the data, managing the data, compiling it, and interpreting it for the school director and governing board and how the person(s), position(s), and/or entities will be provided time to complete the aforementioned maintenance, management, compiling, and interpretation.

ALL Hawaii will make reasonable efforts to provide to the Commission, in the format and timeframe prescribed by the Commission, any data necessary and reasonably required by the Commission to meet its oversight and reporting obligations. ALL Hawaii will be provided from Commission by June 1 the list of anticipated required reports and due dates.

ALL Hawaii will maintain accurate and comprehensive financial records, operate in accordance with generally accepted accounting principles, and use public funds in a fiscally responsible manner.

ALL Hawaii will prepare and provide to the Commission a copy of its annual budget as approved by the School's Governing Board and cash flow projections for each upcoming fiscal year by June 15 or two weeks after the Commission notifies the School of the anticipated amount of State non-facility general fund per-pupil funding to be allocated, whichever is later.

ALL Hawaii will prepare and submit quarterly financial reports to the Commission within 45 days of the end of each fiscal year quarter.

Olga McDaniel (Finance Manager) is responsible for maintaining, managing, and interpreting financial data on monthly, quarterly, and annual basis. She will prepare a variety of financial reports to outside agencies. She plans to use an outside firm to provide accounting (year closing), consulting, and tax preparation services on annual basis.

ALL Hawaii generally will begin the annual audit in August (ideally as soon as the school year is complete), with audited financials submitted to the commission for inclusion in their annual report due to the Board of Education in early November.

ALL Hawaii will provide to the Commission actual and projected enrollment counts as required for funding and reporting purposes. School Administrative Support Assistant (SASA) and

Registrar are responsible for maintaining the student information data system form DOE. It will be Esis or a new system starting from 2016-17.

In regards to state funding, all funds distributed to the School from the Commission will be used solely for the School's educational purposes.

ALL Hawaii School, if eligible, will use Title I, Part A funds in accordance with applicable federal and state law and regulations including programmatic and fiscal requirements. ALL Hawaii school will provide a school plan that includes the components and school improvement elements required under Title I, Part A.

ALL Hawaii will accept monetary contributions or grants (such as Title II, Title III IDEA funds and monetary contributions) and will comply with all applicable State or federal laws regarding such monetary contributions or grants. ALL Hawaii will report all monetary contributions or grants to the Commission in accordance with Commission guidelines.

ALL Hawaii will not assess tuition, contribution, or attendance fees of any kind as a condition of enrollment. ALL Hawaii will charge reasonable fees (offset with expense), to the extent permitted by law, for summer school programs, after school programs, student activities, and any other service, materials, or equipment for which other state public schools may charge a fee.

Chart of Accounts

In order to meet both internal and external reporting needs of the school and the State, ALL Hawaii will follow a uniform chart of accounts (UCOA).

Financial transactions will be:

1. Captured during the actual operation of the School;
2. Recorded in the books of accounts;
3. Analyzed to produce the various reports for management, financial status and accountability.

ALL Hawaii is a subject to collective bargaining, and comply with master agreements as negotiated by the State. HR Support Services will be provided by Hawaii Employee Council. ALL Hawaii will be using Ceridian Payroll Services (special rated for charters), to help us to process payroll for our employees, handle tax services and filing and help us manage financial aspect through the use of one point of contact, which is the website. School Administrative Support Assistant (SASA) is responsible for Personnel and Payroll. Olga McDaniel (Finance Manager) is responsible to process journal entries for payroll into QuickBooks System and ensures adherence to various budgets.

    c. Organizational Performance Data Evaluation Plan. A comprehensive and effective plan and system for maintaining, managing, compiling, and interpreting organizational performance data monthly, quarterly, annually and for the term of the Charter Contract, including descriptions of the qualified person(s), position(s), and/or entities that will be responsible for compiling data on performance and interpreting it for the school director and governing board and how the person(s), position(s), and/or entities will be provided time to complete the aforementioned compiling and interpretation.

See Attachments G, H, & R for evaluation methods and procedures. See Section 2.B.4 for the evaluative technology capabilities that will be implemented through the use of MARC.

2. A clear description of thoughtful, appropriate corrective actions the proposed school will take if it falls short of:

   a. Student academic achievement expectations or goals at the school-wide, classroom, or individual student level, including an explanation of what would trigger such corrective actions and the person(s), position(s), and/or entities that would be responsible for implementing them;

   b. Financial performance standards set in the Financial Performance Framework, including an explanation of the actions that would be taken if the proposed school is issued Notices of Concern or Deficiency under the terms of the Charter Contract, if the independent auditor issues findings, or if the proposed school encounters financial difficulties; and

   c. Organizational performance standards set in the Organizational Performance Framework, including an explanation of the actions that would be taken if the proposed school is issued Notices of Concern or Deficiency under the terms of the Charter Contract or if the proposed school has a corrective action plan approved by the Commission.

See Attachments G, H, & R for evaluation methods and procedures. See Section 2.B.4 for the evaluative technology capabilities that will be implemented through the use of MARC.

3. If already developed, School-Specific Measures, provided as **Attachment X (no page limit)** and using the School-Specific Measures Template (Exhibit 5), that propose reasonable assessments that are aligned with the Academic Plan.

School-specific measures are in software form. See Section 2.B.4 for the evaluative technology capabilities that will be implemented through the use of MARC.

C. Ongoing Operations

1. If the proposed school will provide daily transportation, a sound plan describing the transportation arrangements for prospective students, including a description of how the proposed school plans to meet transportation needs for field trips and athletic events.

Not applicable because the proposed school will not provide daily transportation. As the school's mission is to create a community based school, where it supports the local community by providing the required educational infrastructure, ALL Hawaii will not provide daily transportation to or from school, and it anticipates that a majority of the students will be within walking distance to the school.

2. Sound plans for safety and security for students, the facility, and property, including descriptions of policies and the types of security personnel, technology, and equipment that the proposed school will employ. If the proposed school has a *virtual* or *blended learning program*, the description must include physical or virtual security features to deter theft.

The school will be located in a community that is personally invested in the school, as it will serve as the heart of the community's academic environment—its facilities will provide not just an education, but facilities that will facilitate community events. In that way, the location will provide an extra bit of security. Despite that, ALL will make several efforts to maintain safety and security. First, there will be security cameras placed in the halls, classrooms, and offices. The camera feeds will be accessible on campus and off campus via online servers; this provides safety for the school during the school day, as well as security for the building after hours. The record storage on campus will be fireproofed, and there will also be off-campus record storage to ensure safety, privacy, and security of the information. Building design will be built to code (including fire and smoke detectors, handicap access, and fire exits), and computer classrooms will be provided extra security. The campus will have accessible phone access in each room for emergency purposes. Teachers will be CPR and First Aid certified.

As the campus hasn't been chosen, ALL Hawaii will be able to customize the security of the building to suit the needs of the campus, rather than worry about retrofitting an older facility to suit our needs. In this way, the campus will be up to date, modern, and safe for the staff and students.

3. If the proposed school will provide food service, a sound plan describing the proposed school's plan for providing food to its students, including plans for a facility with a certified kitchen, transporting food from a certified kitchen, or other means of providing food service that is in compliance with applicable laws.

Not applicable because the proposed school will not provide food service. Students will be required to bring lunches from home. Campus will provide microwaves and refrigerators for students with special dietary needs or restrictions.

D. Student Recruitment, Admission, and Enrollment

1. A sound, thoughtful, and comprehensive plan for student recruitment and marketing that will provide equal access to interested students and families and specifically describes plans for outreach to families in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure, as well as plans for promoting socioeconomic and/or demographic diversity, including a description of how the proposed school will attempt to make itself attractive to families with relatively higher incomes and/or levels of formal education if the proposed school is projecting a high percentage of free and reduced lunch and intends to achieve socioeconomic and/or demographic diversity.

The unique situation of the school (a community built around a school) makes recruitment and marketing fairly focused and straightforward. Primarily, outreach will be to prospective families who plan on living in the new neighborhood. The school will be particularly appealing to families from higher income levels or formal education for two reasons: first, these demographics make up a large percentage of the proposed area; second, parents who have received formal education will recognize and appreciate a local charter school that can provide a "private school quality education" in a diverse, public school environment. The school's

competitive reputation and rigorous curriculum will be advertised to new residents, who will be allowed to submit an "intent/request to enroll" upon moving into the neighborhood.

Although ALL anticipates that those in the new neighborhood will be interested in the school, it also plans to advertise to the surrounding neighborhoods. While Hawaii's "at-risk" population schools have been improving, there have been findings published in local articles which indicate that those who aren't "at risk" or "falling behind" are actually starting to stagnate or fall in their growth rates. ALL believes that this signals an opportunity or gap in the current public school offerings. Therefore, while our mission is to create a community based school in the new neighborhood, we anticipate that many of our students may be from nearby subdivisions and neighborhoods. As the area is one of a diverse population, we anticipate our student body to mirror that diversity.

Student marketing and recruitment will take the form of advertisements in local newspapers, radio outreach, posters in community buildings such as churches and grocery stores, and social media.

2. If applicable, the identification and description of any enrollment preferences that the proposed school would request that are in compliance with federal and state law and any Commission policies or guidelines, including a reasonable justification for the enrollment preference request.

Not applicable because the proposed school will not seek any enrollment preferences.

3. An admission and enrollment policy, provided as **Attachment Y (no page limit)**, that complies with applicable laws and any Commission policies or guidelines, ensures the proposed school will be open to all eligible students, and includes:

    a. A reasonable timeline and comprehensive plan for the application period, including admission and enrollment deadlines and procedures and an explanation of how the school will receive and process applications;

    b. A reasonable timeline and comprehensive plan for student recruitment or engagement and enrollment;

    c. Effective procedures for lotteries, waiting lists, withdrawals, re-enrollment, and transfers in accordance with state and Commission requirements; and

    d. Descriptions of reasonable pre-admission activities for students and parents or guardians, including an explanation of the purpose of such activities.

An admission and enrollment policy is provided as **Attachment Y**.

E. Parent Involvement and Community Outreach

1. A clear description of the proposed school's philosophy on parent and community involvement and the role of parents or guardians and the community in the proposed school, including a summary of what has been done to assess and build parent and community interest in the proposed school and the results achieved.

ALL's mission is built upon the idea that a community gains more from an educational institute if it is personally invested in it. For that reason, ALL believes that community and parent involvement is key to the school's success. The marketing of the school to incoming homeowners is therefore vital to the school. Further, research of the area's educational needs suggest that there is a community need for this school's unique yet rigorous environment. See Attachments B and C.

Parents will be encouraged to take a hands on approach to their child's education. We welcome parents to observe classes, to drop by the classrooms after school, to communicate with us often, and to join the parent group, which is responsible for planning and coordinating fundraising, activities, and future plans of the school. They will also be encouraged to seek placement on the board as advisory members.

2. Sound parent engagement plans that are welcoming and accessible to all parents or guardians from the time that the proposed school is approved through opening and after the proposed school is opened, including plans for building family-school partnerships that strengthen support for learning and encourage parental involvement and any commitments or volunteer activities the proposed school will seek from or offer to parents or guardians.

Upon school approval, the school will have public sessions to inform current parents and prospective parents as to the progress of the school. Those present will immediately notice that being engaged creates immediate impact on the school of their children. The director will ensure that parent concerns are addressed before the school is even open, which will encourage them to stay engaged throughout the school year. There will be a meeting once school begins, introducing the parents to the staff, the communication methods available (email, phone, in person) as well as the online data system and class web pages which can keep the parents informed even if they can't make it to campus. They will communicate frequently with the teachers, and will be encouraged to attend the Parent Group meetings. There will be a monthly newsletter sent via email. The school's small, supportive, familial environment will make engagement a natural byproduct of the school's success. Finally, teachers will be instructed on ways to encourage and build parental engagement, but ALL has seen, through experience, that this engagement is the natural result of student success and enthusiasm at school—parents want to get involved when they see just how excited and successful their children have become.

3. Effective strategies describing how the proposed school will inform and engage parents or guardians and the community about the proposed school's development.

Public sessions, updates on the school's webpage, and email listserv will be the strategies most relied upon for keeping the parents informed and engaged with the school's progress during year zero. Once in operation, the strategies mentioned above will allow for the guardians to stay informed.

4. A description of any community resources and partnerships the proposed school has established with community organizations, businesses, or other educational institutions that will benefit students and parents or guardians, including the nature, purposes, terms,

and scope of services of any partnerships and existing evidence of commitment and support from identified community partners, provided as **Attachment Z (no page limit)**, such as letters of intent or commitment, memoranda of understanding, and/or contracts.

The proposed school has established a vital community partnership with local businessman, Peter Kwan. He has not only worked to coordinate negotiations for ALL-Hawaii, but guided the applicant board through the process of selecting a viable location that will best serve the State of Hawaii. Additionally, his commitment to the school is demonstrated through his service as a Board member. See Attachment Z for evidence of commitment and support.

F. Nonprofit Involvement
1. If applicable, a clear and comprehensive description of the proposed school's associated nonprofit organization, including its current tax status and/or the plan and timeline for obtaining tax exempt status and the nonprofit's mission and purpose. The description must specifically identify ways that the proposed school's associated nonprofit organization will support the proposed school (such as community fundraising, developing partnerships, finding alternative funding sources, writing grants, and finding other ways to leverage existing resources) and specify any grants or programs that the nonprofit is planning to use. If the nonprofit's mission is not to solely support the proposed school, the description must also adequately explain any competing interests for the nonprofit's time and resources and how the proposed school will ensure such competing interests will not hinder the school's ability to operate and obtain outside supports.

Not applicable because the proposed school does not have an associated nonprofit organization.

2. A list of all current and identified nonprofit board members that is in compliance with the State Ethics Code and their intended roles and a description demonstrating that the nonprofit board members have the necessary experience and qualifications relevant to the above means of supporting the proposed school. If none of the current nonprofit board members have the requisite experience or capacity, the description must explain a comprehensive plan to identify and recruit individuals with the necessary experience and capacity.

Not applicable because the proposed school does not have an associated nonprofit organization.

G. Geographic Location and Facilities
1. Geographic Location.
a. A description, with reasonable specificity, of the geographic location of the proposed school's facility, including the DOE complex area(s) in which the proposed school will be located.

ALL-Hawaii will be located in the general area of Kapolei/Ewa Beach, the fastest growing region in the state of Hawaii and Oahu's second largest urban center. Kapolei and Ewa Beach's population is a mix of ethnicities. Three developments will bring about 18,000 new affordable

homes into the area. Although new schools are in the plan, the infrastructure will still remain insufficient to support the education needs of this rapid growth. The schools that currently exist are near capacity. Kapolei and Ewa Beach do not have any private or college preparatory schools in the area. Having ALL-Hawaii in Kapolei and Ewa Beach will enable families who value education and want their children to attend college the opportunity to achieve that without a long commute or high priced private schools. ALL-Hawaii's address is yet to be determined; however, we expect its campus to be located within the boundaries of a large development in or near Kapolei.

b. A reasonable rationale for selecting the geographic location and a comprehensive description of the research conducted, if any, to support that rationale.

There are three planned developments under construction in the area, Kapolei West, Ewa Beach, and Hoopili, for a total of 18,000 affordable new homes. These families will need access to quality education and will benefit from the convenience of walking to school or having a very short commute. The U.S. Census Bureau reported in 2010 that Kapolei's population was 15,186 with 1,211 under the age of 5. Total households with families in the area were reported to be 3,973, and the median age was 34.   Based on this information, Kapolei appears to be the fastest growing region in the state of Hawaii, and it is designated as Oahu's second largest urban center. We believe there will be a great need to accommodate the communities' need for exceptional education opportunities (at an affordable cost) in close proximity without a long commute. Surrounding schools report a total of 4,988 students in grades K-3. According to the DOE, there were a total of 17,414 students in grades K-12 in ALL's anticipated location. The Leeward side of the island has the largest administrative district with 40,959 students. Articles cited on DOE's website reported that enrollment grew by 2,000 students in 2013, and enrollment increased for most grades in 2014.

2. Facilities.
a. If the proposed school has not obtained a facility, a comprehensive, reasonable, and sound plan and timeline for identifying, securing, renovating, and financing a facility—including identification any brokers or consultants the applicant is employing—that will be in compliance with applicable building codes and meet the requirements of the Academic Plan, including the needs of the anticipated student population. The plan must briefly describe possible facilities within the geographic area in Criterion III.G.1, including addresses, square footage, square footage rent, amenities, previous use, and a general assessment of what needs to be done to bring each possible facility into compliance. If the proposed school has a *virtual* or *blended learning program*, or relies heavily on technology, the description must adequately explain how each possible facility will support the proposed technology model, including electrical capacity and access to sufficient network capacity.

ALL-Hawaii is currently in negotiations to secure a facility from one of the three developments mentioned above in Section ___. Once the charter application has been granted, the negotiations will be finalized and the Board will work with the developer to customize the facilities to meet the school's ultimate maximum capacity, as well as the community's needs.

b. If the proposed school plans to add students or grade levels during the first five years, a reasonable and sound facility growth plan that shows how the school will accommodate the additional square footage necessary for additional students, faculty, and staff and sufficiently identifies any permits or rezoning that might be necessary to implement the facility growth plan.

As the facility will be built and designed specifically for ALL's needs, it will be built to support the maximum growth expected at the school's cap, and therefore the school will not need to worry about adding square footage or rezoning to accommodate this growth

H. Start-Up Period
1. A comprehensive, reasonable, and sound management plan for the start-up period, provided as **Attachment BB (no page limit)**, that aligns with the Academic, Organizational, and Financial Plans (including the start-up year (Year 0) budget in the Financial Plan Workbook). The management plan must detail the start-up plan for the proposed school, including specific tasks, timelines, milestones, and responsible individuals for each of the following areas:

a. Plans to obtain financing for the proposed school's facility, highlighting the alignment of the financing plan with the timing of obtaining and renovating the facility, as described in Criterion III.G.2;

b. Plans to fund the start-up period, including all plans for fundraising and grant writing and a description of any specific fundraising opportunities and grants the applicant has identified;

c. Plans to market the proposed school to the school's anticipated student population and develop partnerships with other charter schools, DOE schools, and private schools to identify possible students and achieve the proposed school's projected enrollment, including any other ways the applicant plans to achieve its projected enrollment;

d. Plans to hire teachers, administrative staff, and support staff during the start-up period, if any, incorporating the timelines for hiring teachers, described in Criteria II.E.4, and delivering the professional development, described in Criteria II.E.2;

e. Plans to identify, recruit, select, and add or replace new governing board members that align with the recruitment plan described in Criterion III.A.5.d, the governing board transition plan described in Criterion III.A.5.e, and any governing board training described in Criterion III.A.8, as applicable; and

f. Any other plans for activities that will need to be completed during the start-up period, such as the selection of curriculum materials, as applicable.

A management plan for the start-up period is provided as **Attachment BB**.

2. A sound plan for leading the development of the school during its pre-opening phase, including identification of capable individuals who will work on a full-time or nearly full-time basis following approval of the application to lead development and implementation of the plan to open the proposed school and a description of a viable plan to obtain the funding necessary to compensate these individuals that is aligned with the budget.

Upon application approval, the School Director will immediately coordinate with the board members to begin reviewing and implementing the start-up plan. The non-profit partners and board members will provide fiscal support, training, and expertise, but the School Director will be responsible for leading, coordinating, and implementing the day to day plans for the school, as the other board members have professional responsibilities outside of this volunteer position on the board.

I.   Conversion Charter School Additional Organizational Information
This section is not applicable. The proposed school is not a conversion charter school.

IV. Financial Plan

A. Financial Oversight and Management

1. A clear description that gives reasonable assurance that the proposed school will have sound systems, policies, and processes for financial planning, accounting, purchasing, and payroll, including an adequate explanation of how the proposed school will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements. The description must also explain the plans and procedures for conducting an annual audit of the financial and administrative operations of the proposed school that is in accordance with state law, including a reasonable annual cost estimate of the audit that is included in the Financial Plan Workbook.

ALL Hawaii will maintain accurate and comprehensive financial records, operate in accordance with generally accepted accounting principles, and use public funds in a fiscally responsible manner. To that end, it will employ a finance manager, Olga McDaniel, who will be responsible for maintaining, managing, and interpreting financial data on monthly, quarterly, and annual basis. Olga McDaniel will prepare a variety of financial reports to outside agencies, and she anticipates that an outside Firm will be providing accounting (year closing), consulting, and tax preparation services on annual basis. This outside accounting will ensure that internal finances are consistently examined for accuracy and compliance. In order to meet both internal and external reporting needs of the school and the State, ALL Hawaii will follow a uniform chart of accounts (UCOA). Financial transactions will be captured during the actual operation of the School; recorded in the books of accounts; analyzed to produce the various reports for management, financial status and accountability.

ALL Hawaii generally will begin annual audit in August (ideally as soon as the school year is complete), with audited financials submitted to the commission for inclusion in their annual report due to the Board of Education in early November. ALL Hawaii will prepare and submit quarterly financial reports to the Commission within 45 days of the end of each fiscal year quarter.

ALL Hawaii will prepare and provide to the Commission a copy of its annual budget as approved by the School's Governing Board and cash flow projections for each upcoming fiscal year by June 15 or two weeks after the Commission notifies the School of the anticipated amount of State non-facility general fund per-pupil funding to be allocated, whichever is later. ALL Hawaii will provide to the Commission actual and projected enrollment counts as required for funding and reporting purposes.

2. A clear description of the roles and responsibilities that demonstrates a strong understanding of the appropriate delineation of such roles and responsibilities among the proposed school leadership team or management team and proposed school governing board regarding school financial oversight and management.

ALL-Hawaii believes in firm adherence to the separation of duties to maintain and ensure compliance and transparency in meeting its financial requirements. See staffing chart (Section ___), which describes the roles and responsibilities that delineate the financial tasks.

3. A description of sound criteria and procedures for selecting vendors or contractors for any administrative services, such as business services, payroll, and auditing services, including reasonable anticipated costs that are reflected in the Financial Plan Workbook.

The school will follow all state and department specific rules of procurement, especially HRS section 103D-101, which sets forth the requirements for ethical procurement.

B. Operating Budget

1. Complete, realistic, and viable start-up and three-year operating budgets, provided through the Financial Plan Workbook (Exhibit 6) as **Attachment FF (required form)**, that align to the Academic and Organizational Plans.

The start-up and three-year operating budgets are provided as **Attachment FF**.

2. Budget Narrative. A detailed budget narrative that clearly explains reasonable, well-supported cost assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative must specifically address the degree to which the school budget will rely on variable income (especially for grants, donations, and fundraising) and must include the following:

a. A description indicating the amount and sources of funds, property, or other resources expected to be available not only via per-pupil funding but also through corporations, foundations, grants, donations, and any other potential funding sources. The description must note which are secured and which are anticipated; explain evidence of commitment, and provide such evidence as **Attachment GG (no page limit)**, for any funds on which the proposed school's core operation depends (*e.g.*, grant award letters, MOUs); and describe any restrictions on any of the aforementioned funds.

b. A sound contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including contingencies for scenarios where the official enrollment of the proposed school is substantially lower than projected and/or anticipated variable income is not received. The contingency plan must also include a Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening.

c. If the proposed school has a *virtual* or *blended learning program*, a clear and comprehensive description of the necessary costs for delivery of such program, including costs associated with hardware, software, peripheral needs (cases, headphones, chargers, etc.), storage, and network infrastructure needs, as applicable.

REVENUE ESTIMATE

Secured funding sources:

1. Per pupil funding.

It is a State funding source from General funds.

State funding will be provided on a per pupil basis.

Based on estimated enrollment and per pupil funding we expect State per Pupil funds be available to our school during first and all consecutive years of operation.

Revenue estimate is based on $6,500 per pupil (SY 2015-2016 estimates).

We expect to receive funds disbursement via ACH in three payments:

60% disbursed by July 20 based on estimated enrollment provided May 15

30% disbursed by November 30, including adjustments for actual enrollment as of October 15

10% disbursed by June 30 (http://media.wix.com/ugd/448fc8_95deda2696f04f16aedeb4811461006b.pdf) on page 30 of 32, question 12, first paragraph, last sentence. May, 30).

2. Federal Impact Aid

Our school will get federal impact aid in the first year of operation.

No use restrictions.

Amount varies every year, and we do not know how much.

Revenue estimate is based on $200 per pupil (accordingly Orientation).

Even though we understand that less amounts would be more conservative.

School funds are distributed by ACH transfers.

3. Other potential funding sources

Based on current Income @ ALL Tucson, we have planned to collect money for following activities :

- School Fundraiser (Parents Group and Student Council fundraiser, Fall and Spring Festivals, Scholastic Book Fair events, popcorn sale, Box Tops, Bake Sale, Gift Wrap, other events;
- Year Book Income-Net of Expense;

Anticipated funding sources.

Our school does NOT depend on any federal program funds for any of our programs because the amounts will vary and will depend on the students that we ultimately enroll in your school or number of teachers that we decide to hire.

Federal Title Programs have specific requirements and it is difficult to estimate an amount that our school could reliably rely upon.   Our budget will NOT depend on these funding streams.

Federal Title programs are on a reimbursement basis, and there is approx. a month lag time for processing, so again we think it's wise not to count on these funds for our financial plan purposes.

1. Title I
   CFDA Number 84.010
   High Poverty Students
   It is federal funds passed-through ADE.
   We anticipate having more than 47.2% students in poverty level (Oahu, Kapolei area), in order to be qualified for this sort of funding.
    It will be based on free and reduced lunch count.
   Since funding is based on prior-year student count, and we are not sure if school will be located within high-needs community, we do not budget any funds for the first year of operation.
   However, for the second and consecutive years we anticipate receiving Title I funding and implement this program. Budget will not reflect this type of Income, since we do not know for sure if we will be qualified and students' poverty level.
   Title I allocation for Oahu schools is $408 (SY 2015-2016 estimate).
   School funds are distributed by ACH transfers.

2. Title II.
   CFDA Number 84.367
   Highly Qualified Teachers and Improving Teacher Quality
   It is federal funds passed-through ADE.

   All our teachers will be licensed and HQ (highly qualified).
   Therefore we are anticipating receiving following Title II funding streams:
   (Based on SY 2014-2015):
   - $394.25-per HQ teacher (Professional development for all teachers and admin)
   - Varied amounts for supplemental professional development grants.

First year we are excluded from requesting Title II funds.
School will submit Title II funding request in the second year of operation.
However, since we do not know for sure

School funds are distributed by ACH transfers.

3. Title III , Part A
   CFDA Number 84.365

The English Language Learners Program
(funding to develop high quality language instruction programs designed to help LEP and immigrant students)

While all schools must have a core ELL program, Title III funds can only be used for supplemental instructional materials or language software programs or for extended learning programs that occur either before or after school for ELL students whose status is "Active." Title III funds will only be used on supplemental programs that are vetted and approved by the DOE, such as Imagine Learning, Achieve3000, Raz Kids, Biz Kids, Rosetta Stone, and professional development from West Ed and World Class Instructional Design and Assessment. Title III funds will not be used for other things related to the core ELL program, such as the salary of an ELL teacher.

Because of the restrictiveness of Title III funding and how the funds are appropriated, Title III funds are NOT included in a charter application's budget. While available Title III funding is roughly based on ELL student counts (approximately $150 per ELL student whose status is either "Potential" or "Active"), the funding a school can request entirely depends on the needs of the school and its ELL program. Further, calculating the amount of Title III funds for which a proposed school may be eligible is difficult. ELL statistics may be misleading for these purposes because only supplemental programs for ELL students whose status is either "Potential" or "Active"—not "Monitoring"—are eligible for Title III funding.

We are planning to attend a mandatory Title III training after which time we could discuss with the Commission's federal programs staff any supplemental ELL programs that may be eligible for Title III funding.

School funds are distributed by ACH transfers.

4. Special Education services.

SPED Services are provided by DOE based on number and needs of SPED students.
The DOE allocates SPED positions based more on the needs contained within the IEPs rather than the number of SPED students. Therefore, it is difficult to predict the number of SPED positions a school may receive even if enrollment and demographic projections are accurate.

With that said, we include SPED position within the staffing chart for the first year of operation. The rationale for including such positions is following.

A. While DOE's SPED count is done in December of the preceding school year, the calculation is based on total estimated need as calculated via the student .
B. When charter school enrolls a SPED student or identifies one of its students as eligible for SPED, *the school is responsible* for providing educational and related services required by a student's IEP.

Therefore, we are NOT planning to receive SPED services from DOE in the first year of operation, however we are planning to hire 1 SPED teacher, 0.5 FTE in advance without knowing their SPED enrollment number / IEPs in order to ensure that FAPE can be provided for all (K-8) enrolled students with number of physical, mental and emotional disabilities.

C. We cannot predict every situation, but there may be situations where the school will need to pay for SPED services out of its operational funds. For example, if the school feels that the services required by the IEPs are not adequate, and therefore the resources that accompany the IEPs are not adequate, the school may want to pay for extra services for its SPED students.

D. If the school receives SPED students mid-year but the DOE has already allocated SPED resources. In such a situation, the school would need to communicate with its complex area DES.

5. Start Up Grant
   CFDA Number 84.282C
   CSP Grants to Non-SEA for Dissemination.
   It's Federal funds passed- through DOE.
   We anticipate applying for this Grant in Aug., 2016 using Government wide Grants.gov Apply site and using these funds for planning, program design, and initial implementation of high-quality new Charter school in Hawaii during 3 Project years:
   Aug., 2016-July, 2017: Start up period
   Aug., 2017-July, 2018: First year of operation
   Aug., 18 - July, 2019: Second year of operation.
   Anticipated funding is $100,000-$300,000 per year

COST ASUMPTIONS

In order to determine administration, teachers' and staff salaries, we consulted with the HGEA-Hawaii Government Employee Association (Principal's union), HSTA (Hawaii State Teacher Association), and Hawaii DOE.

V. Applicant Capacity

A. Academic Plan Capacity

1. Evidence that the key members of the proposed school's academic team have the collective qualifications and capacity (which may include, but is not limited to, documented and relevant credentials and experience reflected in the resumes of all members and an understanding, as demonstrated by the application responses, of challenges, issues, and requirements associated with running a *high-quality charter school*) to implement the school's Academic Plan successfully. The evidence must include a description that:

    a. Clearly identifies the key members of the applicant's academic team that will play a substantial role in the successful implementation of the Academic Plan, including current or proposed governing board members, school leadership or management, and any essential partners who will play an important ongoing role in the proposed school's development and operation; and

    b. Describes the academic team's individual and collective qualifications for implementing the proposed school's Academic Plan successfully, including sufficient capacity in areas such as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent or guardian and community engagement.

The Applicant Board has collective experience in the specific curriculum, general school management, and teaching and teaching development. See Attachments U and II. See Attachment BB (startup plan) for specific tasks that will be implemented. See Attachment HH for details regarding curriculum and training.

See Attachment R for the Board's Role in guiding the school. See Section II and III on teacher development and training.

2. A description of the academic team's clear ties to and/or knowledge of the community in the geographic area where the facility is or will be and/or areas where the anticipated student population will come from.

The academic team has been working closely with board member Peter Kwan, a prominent businessman that not only works but also lives in Oahu. He provides insight to the residential needs of the area, the unique challenges of serving a dense urban area, and knowledge as to what the local families want and need in terms of education.

3. A description that identifies any organizations, agencies, or consultants that are essential partners to the successful planning and establishing of the proposed school and/or implementation of the Academic Plan; explains the current and planned roles of such essential partners and any resources they have contributed or plan to contribute to the proposed school's development; and includes evidence of support, provided as **Attachment HH (no page limit)** (such as letters of intent or commitment, memoranda of understanding, and/or contracts), from such essential partners demonstrating these partners are committed to an ongoing role with the proposed school, if applicable.

See Attachment HH.

4. <u>School Director</u>.

   <u>If the school director is known</u>, a description that:

   a. Identifies the school director;

   b. Summarizes the school director's academic and organizational leadership record and includes this individual's resume, provided as **Attachment II (no page limit)**;

   c. Discusses and demonstrates evidence of the proposed school director's experience in and ability to design, launch, and lead the proposed school in achieving its mission and effectively serving the anticipated student population, as well as evidence that the proposed school director is well qualified to implement the Academic Plan.

   d. Describes a thorough recruiting and selection process for selecting the school director, including the rigorous criteria used for screening and selecting candidates based on experience and ability to design, launch, and lead a *high-quality charter school*.

See Attachment II

5. <u>Management Team</u>. A description of the positions that will make up the proposed school's leadership or management team beyond the school director, if any, including appropriate responsibilities and qualifications for such positions. The description must:

   a. <u>If not known</u>, provide sound job descriptions or qualifications and criteria that will be used to select these positions, as **Attachment LL (no page limit)**, as well as describe a sound timeline, recruiting, and selection process for recruiting and hiring these individuals.

Management Team will consist of Lead Teacher selected in the Elementary and Middle School Teaching Staff. Prior to Quarter 1 beginning, and as soon as the teaching staff is fully selected, the School Director will assess which individuals are most comfortable with the curriculum and pedagogy. They will serve as "Teacher in Charge" when the director is gone, and will also be the teacher leadership.

B. Organizational Plan Capacity

1. Evidence that the key members of the proposed school's organization team have the collective qualifications and capacity (which may include, but is not limited to, documented and relevant credentials and experience reflected in the resumes of all members and an understanding, as demonstrated by the application responses, of challenges, issues, and requirements associated with running a *high-quality charter school*) to implement the school's Organizational Plan successfully. The evidence must include a description that:

   a. Clearly identifies the key members of the applicant's organization team that will play a substantial role in the successful implementation of the Organizational Plan, including current or proposed governing board members, school leadership or management, and

any essential partners who will play an important ongoing role in the Organizational Plan; and

b. Describes the organization team's individual and collective qualifications for implementing the proposed school's Organizational Plan successfully, including sufficient capacity in areas such as staffing, professional development, performance management, general operations, facilities acquisition, development (such as build-out or renovations), and management.

See attachment U for the resumes and qualifications of the Applicant Board Members. See attachments II and JJ for the Director's qualifications.

Amongst the group, we have financial, marketing, human resource, academic management, software development, and teaching experience. Various board members have helped ALL-Hawaii's sister school, ALL-Tucson, open its operations. This team is comprised of idealistic, motivated, and disciplined members who are dedicated to applying their talents to changing the field of education for the better.

2. A description that identifies any organizations, agencies, or consultants that are essential partners in planning, establishing, or implementing the proposed school's Organizational Plan; explains the current and planned roles of such partners and any resources they have contributed or plan to contribute to the proposed school's development of its Organizational Plan; and includes evidence of support, included in **Attachment HH** (as referenced in <u>Criterion V.A.3</u>), from such essential partners demonstrating these partners are committed to planning, establishing, and/or implementing the Organizational Plan.

Applicant Board Member, David Jones, has developed and donated his expertise, curriculum, and training capacity to this team. See attachment HH.

C. Financial Management Capacity

1. Evidence that the key members of the proposed school's financial team have the collective qualifications and capacity (which may include, but is not limited to, documented and relevant credentials and experience reflected in the resumes of all members and an understanding, as demonstrated by the application responses, of challenges, issues, and requirements associated with running a *high-quality charter school*) to implement the school's Financial Plan successfully. The evidence must include a description that:

a. Clearly identifies the key members of the applicant's financial team that will play a substantial role in the successful implementation of the Financial Plan, including current or proposed governing board members, school leadership or management, and any essential partners who will play an important ongoing role in the proposed school's Financial Plan; and

b. Describes the financial team's individual and collective qualifications for implementing the proposed school's Financial Plan successfully, including sufficient capacity in areas

such as financial management, fundraising and development, accounting, and internal controls.

The board has collective financial experience, both in accounting/management and fundraising. See Attachment U. See Financial Section IV for details of our policies, internal controls, etc.

2. A description that identifies any organizations, agencies, or consultants that are essential partners in planning, establishing, or implementing the proposed school's Financial Plan; explains the current and planned roles of such partners and any resources they have contributed or plan to contribute to the proposed school's development of its Financial Plan; and includes evidence of support, included in **Attachment HH** (as referenced in Criterion V.A.3), from such essential partners demonstrating these partners are committed to planning, establishing, and/or implementing the Financial Plan.

The board has collective financial experience, both in accounting/management and fundraising. See Attachment U. See Financial Section IV for details of our policies, internal controls, etc.