Alaka`i O Kaua`i Charter School

(proposed to open 2017)

February 12, 2016

Submitted to the Evaluation Staff for the

Hawaii Public Charter School Commission

Applicant/Governing Board

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I. School Overview

A. Executive Summary

1. Mission. 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.

Our mission as a project-based K-6 school is to provide a progressive, innovative curriculum that prepares students for a successful future. We are committed to interdisciplinary instruction with equal emphasis on teaching to the whole child. Our students will learn and perpetuate the cultural traditions and values of Hawai`i while acquiring and demonstrating 21st Century skills that are needed to lead productive lives and contribute meaningfully to society.

2. Vision. 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.

Alaka`i O Kaua`i Charter School will provide a comprehensive education through a project-based community of learning that meets the individual needs and potential of every student.

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

Alaka`i O Kaua`i Charter School has not yet secured a site/facility. The geographic area we plan to serve stretches from Kapaa to the Eleele. The following chart matches the potential facility location with the DOE Complex Area:

Facility Location	DOE Complex Area
Kapaa	Kapaa Complex
Lihue	Kauai Complex
Eleele	Waimea Complex

4. Anticipated Student Population. 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 total population for Kauai is 68,000 and growing. We have ten Hawaii Department of Education (HIDOE) schools on Kauai that are located in each of the Kapaa, Kauai, and Waimea Complexes. The elementary schools are either at capacity or overcrowded.. There are four charter schools on Kauai, that are Hawaiian Culture/Language focused, including two that serve the Ni`ihau community. Alaka`i O Kaua`i offers a program that includes Hawaiian culture/language, but will not be considered Hawaiian focused or language immersion. The program will embrace BOE Policy 2104 "Proficiency and appreciation for indigenous culture, history, and language for Hawai`i" and will be a project-based school of choice for all students.

We anticipate our students' educational needs to fall along the lines of our traditional DOE schools on Kauai. Our free and reduced lunch program ranges from a low 47.1% to a high 53.6% which is higher than State average.

Our major anticipated non-academic challenges are:

- Securing a facility. Facility choices are limited on Kauai and the timing of availability and cost of securing a facility in advance will be a stressor to starting our school if approved.
- Transportation and traffic. Depending on the facility we secure, transportation could be an issue as the island has one highway..
- Lack of readily available materials and resources. Kauai is the "least developed major Hawaiian Island" and thus supplies, materials and resources are not readily available to Kauai residents (i.e. no office depot, no target, no Sears, etc.). These challenges will require advance planning, ongoing analysis, problem solving, and the need to be responsive and flexible to situations as they arise.
- Food service. The reality of balancing the budget within the first two years of operations is a daunting and difficult task. Although a priority as we anticipate our Free and Reduced Lunch population will be over 50%, as far as our budget shows, we will not be able to offer food service.

5. Community Engagement. 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.

Community engagement has been our strength. The Alaka`i O Kauai program is founded on the concept that through a strong, innovative, community-centered education program we can make our island more sustainable and more livable.

There is strong community support for our proposed charter school. Over 100 people attended our community meetings in 2014 and 2015. Our special speakers were Mayor Bernard Carvalho, Complex Superintendent Bill Arakaki, County Council Member Mason Chock and dozens of other people testified to the need of Alaka`i O Kaua`i Charter School. Hundreds of letters have been received from private citizens, students, parents, teachers, legislators, and other government leaders. This support still remains and is how our non-profit was able to raise over $20,000 in less than three months.

We have already established supportive relationships with the Waipa Foundation, Kauai County Farm Bureau, Knudsen Trust, and Malama Kauai to supplement and enhance the aina-based aspect of our program.

Partnerships that will support our 21st Century learning skills aspect include the Kauai Chamber of Commerce, Kauai Community College, local Rotary Clubs, and Hawaii Lodging and Tourism Association.

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.

The Commission is seeking high-quality charter schools to meet two Priority Needs, 1) providing more educational capacity to service more students in areas where over-crowding exists or schools are at capacity and 2) improving academic outcomes for students where schools are not performing. We believe that our proposed school will do both. Please review the chart below for information pertaining enrollment and test scores of HIDOE schools in the region.

School Report 2014-2015

Source: http://www.hawaiipublicschools.org/Reports/StriveHIKapaaEl14.pdf

Complex	Student Enrollment Total	Attainment %- Language Arts	Attainment %- Mathematics	Attainment %- Science	Points out of 400 pts.
Kapaa – Kapaa - K-5	889	36%	32%	30%	102
Kauai – Wilcox – K-5	807	43%	46%	53%	224
Kauai - King Kaumualii K-5	593	61%	59%	36%	320
Waimea - Kalaheo K-5	472	55%	54%	55%	274
Waimea – Koloa – K-5	384	63%	61%	37%	261
Waimea- Ele`ele – K-5	461	42%	44%	27%	207

According to this information on test scores, Kaua`i schools are faring well as compared to the State average. However, we believe our program that engages students and focuses on 21st Century Skills will propel our students to become high performers instead of performing with the State average.

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.

Our rationale for our enrollment plan is as follows:

Starting with 5 grade levels. It is common knowledge that small schools cost more to operate. Combined that with start-up costs such as facilities renovations and other year 1 costs, we felt the need to go outside of our comfort zone and compromise our desire to start slow and small. Larger class sizes and 5 grade levels presents our team with a challenging, but doable plan to achieve.

Achieving lower class sizes and adult to student ratios over time. Although we decided to start with larger class sizes due to a very tight budget, our plan to grow enrollment to build economies of scale will create a more sustainable budget. Our future years' budgets start to rely less on fundraising, afford more educational assistants to lessen the adult to student ratio and decrease class sizes to no more than 20 per class. See Attachment FF, Financial Plan Worksheet.

Justifying non-entry level grades in the first two years. There is strong interest in our educational program that is very different from Kauai's traditional HIDOE schools. We have demonstrated interest of dozens of families' intent to enroll representing all elementary grade levels. Although anecdotal evidence at this point, we believe the combination of schools with over-crowding or at capacity and schools that are underperforming will propel families to move from where they currently attend to Alaka`i O Kaua`i Charter 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)**.

The Justification for the Enrollment Plan is provided in **Attachment B**.

(Source U.S. Census Bureau: State and County Quick Facts. Data derived from Population Estimates, Census of Population and Housing, Last Revised: Wednesday, 14-Oct-2015 15:54:42 EDT. Complete demographics and additional justification data are supplied in **Attachment B**).

II. Academic Plan

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

1. Academic Plan Overview. 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 Section IV.J of the RFP. Briefly describe any evidence that promises success for this academic plan with the anticipated student population.

By combining academic rigor; relevance; and a focus on whole-child learning in a safe, nurturing school "family" environment, Alaka`i O Kaua`i will prepare students to be life-long learners who achieve individual potential while contributing creatively and innovatively to their world.

The academic plan of the proposed school will include focused content area instruction (in the mornings) with Project Based Learning (in the afternoons). Through a variety of research-based curricula aligned with Common Core standards, students will practice and build the skills necessary for success in school and life, and then have the opportunity for exploration and application of these skills during the Project based learning portion of each school day. With project-based learning, these components are exemplified by the process of students framing projects by defining driving questions; they work in teams, manage timelines, and produce and present high quality products, which are assessed by common rubrics.

Other key components of the Alaka`i O Kaua`i Academic Plan include:

- Individualized Learning Plans
- Social Emotional Learning
- Activities, lessons, and experiences that develop and nurture 21st Century Skills: creativity, critical thinking, collaboration, communication and caring

Instructional Methods will include:

- Culturally Responsive Effective Teaching Strategies (CREDE)
- Teacher as Facilitator (Joint Productive Activity)
- Instructional Conversation,
- Developing Language across the curriculum,
- Teaching Complex Thinking, and
- Contextualization (connecting school to students' lives)
- Peer Mentoring
- Multi-Age Grouping

Multiple assessment measures (summative and formative) will be used to monitor student progress (individually, by class, and by cohort group) and guide instruction. Assessments will include:

- ILP/Leadership Notebook with checklist of progress
- Anecdotal teacher records and student conferences
- Common Core aligned quizzes and tests (provided through curricula)
- K-6 Literacy Levels using the Fountas and Pinnell assessments and Words Their Way
- NWEA MAP – a national norm-referenced assessment
- Presentations of Learning (POL) after each project
- Student Showcase at end of year (Hoike)
- Rubrics
- Strive HI state assessments

This program has been designed specifically with Kaua`i keiki in mind. Standardized test scores of neighboring schools indicate the need for effective content based instruction that focuses on building foundational skills. Research has shown that non-traditional, hands on learning that is driven by student interest (project-based learning) is highly effective with today's learners, particularly those who have difficulty engaging in more traditional teacher-centered instruction.

Project-Based Learning

Project-Based Learning (PBL) promotes increased academic achievement. Goals for 21st Century learning emphasize mastery of significant academic content, which also is the foundation of any well-designed project. Comparisons of learning outcomes in PBL versus more traditional, textbook-and-lecture driven instruction show that students learning through PBL retain content longer and have a deeper understanding of what they are learning. (Penuel & Means, 2000; Stepien, Gallagher & Workman, 1993). In specific content areas, PBL has been shown to be more effective than traditional methods for teaching math, economics, language, science, and other disciplines. (Beckett & Miller, 2006; Boaler, 2002; Finkelstein et al., 2010; Greier et al., 2008; Mergendoller, Maxwell, & Bellisimo, 2006). On high-stakes tests, PBL students perform as well or better than traditionally taught students. (Parker et al., 2011)

PBL facilitates development of 21st Century Skills. PBL helps students master the key competencies identified as essential for college and career readiness. Research has shown that students demonstrate better problem-solving skills in PBL than in more traditional classes and are able to apply what they learn to real-life situations. (Finkelstein et al., 2010). When teachers are trained in PBL methods, they devote more class time to teaching 21st Century Skills; their students perform at least as well on standardized tests as students engaged in traditional instruction. (Hixson, Ravitz, & Whisman, 2012). PBL students also show improved critical thinking. (Beckett & Miller, 2006; Horan, Lavaroni, & Beldon, 1996; Mergendoller, Maxwell, & Bellisimo, 2006; Tretten & Zachariou, 1995). Through PBL experiences, students improve their ability to work collaboratively and resolve conflicts. (Beckett & Miller; ChanLin, 2008). Opportunities for collaborative learning provide benefits to students across grade levels, academic subjects, and achievement levels. (Johnson & Johnson, 2009; Slavin, 1996).

Finally, PBL has been effective as a strategy for closing the achievement gap by engaging lower achieving students. (Boaler, 2002; Penuel & Means, 2000). In PBL classrooms, students demonstrate improved attitudes toward learning. They exhibit more engagement, are more self-reliant, and have better attendance than in more traditional settings. (Thomas, 2000; Walker & Leary, 2008).

All of the benefits stated above align with the mission, goals, and desired academic outcomes for students at Alaka`i O Kaua`i. As described, PBL will address both social-emotional learning and the desire for challenging academic content, and development of 21st Century Skills. Furthermore, it will enhance the daily learning experience of the learners because they will feel a sense of belonging as a part of the Alaka`i O Kaua`i learning community.

Effective Teaching Strategies

Hawai'i's Kamehameha Early Education Program (KEEP) was established in 1970 as an applied research and development effort charged with the mission of discovering, developing and disseminating ways of more effectively educating native Hawaiian children in public school settings, where, as a group, they were not faring well educationally. By 1981, KEEP had developed a set of educational practices and strategies which seemed to be effective for Hawaiian children. These practices and strategies were designed to be compatible with Hawaiian child culture.

(Jordan, 1995) From this research, several principles emerged as consistent throughout the various cultures and were equally emphasized in educational literature as best practices for culturally and linguistically diverse children. These principles developed into the CREDE Standards for Effective Pedagogy. The Standards represent recommendations on which the literature is in agreement, across all cultural, racial, and linguistic groups in the United States, all age levels, and all subject matters. Thus, they express the principles of effective pedagogy for all students. Even for mainstream students, the Standards describe the ideal conditions for instruction; but for students at--risk of educational failure, effective classroom implementation of the Standards is vital. The research consensus can be expressed as five standards: Teacher as Facilitator (Joint Productive Activity), Instructional Conversation, Developing Language and Literacy across the curriculum, Teaching Complex Thinking, and Contextualization (connecting school to students' lives). These strategies will become the foundation of the Alaka`i O Kaua`i project-based curriculum.

Whole-Child Development

Finally, a **whole child** approach to education is defined by policies, practices, and relationships that ensure each child, in each school, in each community, is healthy, safe *(the emotional domain)*, engaged, supported, *(the social domain)* and challenged *(the academic domain)*. (ACSD, 2012). A strength-based whole child approach that incorporates academic, social, and emotional learning will foster strong interpersonal relationships that will provide a sense of worth and belonging in the school community.

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.

The school's philosophy will be to teach to the "whole child," which includes academic, social and emotional development, in a culturally appropriate environment where every child feels safe, loved, and "at home." Barnes and Gonzalez (2015) stated: "Despite our efforts to carefully examine student performance and choose instructional interventions that best meet their needs, the truth is, we need to be collecting, organizing, and analyzing more robust data on our students—facts about their home lives, their likes and dislikes, their learning preferences—the things that really matter".

Our core beliefs:

1. **We believe that all children can be successful learners**.
2. We believe in the development of the whole child (academic, social, emotional).
3. We believe children learn best when engaged in instruction that develops the 21st Century Skills of creativity, critical thinking, collaboration, communication and caring.
4. We believe that language and cultural diversity can be assets for teaching and learning.
5. We believe that learning is more relevant to children when it engages them in projects that help solve problems important to them and their community.

Acquiring facts is important, but we believe that learning how to think critically and creatively in a variety of ways should be at the core of each person's academic knowledge and experience. These core beliefs inform the key design elements and instructional practices at Alaka`i O Kaua`i. The infusion of challenging academic content in the design and implementation of projects will insure meeting the Common Core Standards of each subject area. Academic progress will be demonstrated through growth in subject areas (as demonstrated via formative and summative assessments). Social and emotional growth will be demonstrated through attainment of social and

behavior goals established in the Individual Learning Plans (ILP) and reflected in students' successful participation in the project-based curriculum.

ALIGNMENT OF VISION, PHILOSOPHY, MISSION, and INSTRUCTIONAL DESIGN

VISION

Alaka`i O Kaua`i Charter School:
A comprehensive, project-based K-6 community of learning that meets the individual needs and develops the potential of every student.

CORE BELIEFS (PHILOSOPHY)

Language and Cultural **Diversity**	Development of the **Whole Child**	**All children can be successful learners.**	Instruction that develops **21st Century Skills**	**Relevant Projects** that **solve problems** in the community

MISSION

Our mission as a **project-based learning** K-6 school is to provide a progressive, innovative curriculum that prepares students for a successful future. We are committed to **interdisciplinary instruction** with equal emphasis on teaching to the whole child **academically, socially, and emotionally.** Each child will participate in **individual goal setting**, with the support of both teachers and parents, to practice taking the lead in their own education. Our students will learn and perpetuate the cultural traditions and values of Hawai`i while engaging in **challenging academic content,** and acquiring and demonstrating **21st Century Skills** that are needed to lead productive lives and contribute meaningfully to society

KEY INSTRUCTIONAL DESIGN COMPONENTS

Interdisciplinary Instruction	Project-Based Learning	Challenging Academic Content	Social and Emotional Learning	Individual Goal-Setting	21st Century Skill Development

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.

Our student enrollment will be open to learners from all over the island of Kauai. However, it is likely that most or all students will come from the six elementary schools closest to us: Kapaa Elementary, Wilcox School, King Kaumualii, Kalaheo Elementary, Koloa School, and Ele'ele School.

Data from our previous "intent to enroll" responses on our website and community meetings informed our estimate that 15% of our enrollees will come from home-schooled families where parents feel that traditional schools are not meeting the needs of their child(ren).

Figures for students participating in the free and reduced lunch program at the six previously identified schools averages 53.1%, which is higher than the State average of 51%. We anticipate that our free-reduced lunch enrollment figures will fall at or near the average for the target

schools. We anticipate that our percentage of enrollees who identify as SPED and/or ELL will likewise at least mirror the figures from the target schools, although data from other charter schools indicates that these numbers may be slightly higher because parents are seeking alternatives to the traditional school setting where their children were not successful. We plan to serve these students, as well as gifted students, and those students who may not have succeeded in other schools, in a full-inclusion setting. Differentiated instruction will be facilitated by the ILP process, which is a key feature of the Alaka`i O Kaua`i Academic Plan.

Data regarding Special need students from schools that Alakai O Kauai will draw from. School Report 2015-2016 Source: DOE Media Kit

Complex	Student Enrollment Total	SPED	ELL	Free & Reduced Lunch
Kapaa – Kapaa Elementary K-5	889	7.1%	6.5%	64.5%
Kauai – Wilcox School K-5	807	7.1%	6.0%	50.6%
Kauai – King Kaumualii School K-5	593	6.9%	11.2%	57.3%
Waimea – Kalaheo Elementary School K-5	472	7.4%	Not reported	44.3%
Waimea – Koloa School k-5	384	4.6%	6.6%	48.2%
Waimea- Ele`ele School k-5	461	7.2%	7.7%	53.7%
Special Populations - Average %		6.7%	7.6%	53.1%

Attachment C lists the DOE complex areas of both private and public schools from which most of our students will come.

Two community meetings were held to gauge interest in the proposed charter school. Over 100 community members attended each meeting, and at both meetings, parents openly expressed their concerns that the traditional school system is not meeting the needs of their children. Their interest in our school is due to the focus on personalized, hands-on learning and emphasis on academic rigor through project-based learning. These parents feel that the world has changed and that traditional education's model of one size fits all does not allow varied ways of learning or differentiation that will give their children the opportunity to succeed. Our proposed school is in response to parents desiring more choice from the HIDOE – schools that are more innovative and responsive to the needs of today's students. Alaka`i O Kaua`i Charter School will provide a much needed alternative to traditional schooling currently available. As of this application, 165 students have completed the "intent to enroll" form, and ongoing daily inquiries confirm our confidence in our enrollment projections.

B. Curriculum and Instructional Design

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

English Language Arts

ELA Continuum of Learning		
K – Grade 2	**Grades 3-5**	**Grades 6-8**
"Learning to Read"	**"Reading to Learn"**	**"Complex Analysis and Problem-Solving"**

Primary Grades (Kindergarten – Grade 2): "Learning to Read"
The goal of the literacy program in the primary grades is learning to read, learning to write, and learning to use speaking and listening skills to communicate. This prepares students for the next stage of literacy, "Reading to Learn."

Kindergarten

Major Outcomes: Students will know/understand/ be able to…

Reading Literature
- With help from the teacher, students retell stories, including key details.
- With help from the teacher, students name the author and illustrator of a story and define the role of each in telling the story.

Reading for Information
- With help from the teacher, students ask and answer questions about key details in a text.
- With help from the teacher, students identify what person, place, thing, or idea a picture shows.

Writing
- Using a combination of drawing, dictating, and writing, students name what they are writing about and supply some information about the topic.

Grade 1

Major Outcomes: Students will know/understand/ be able to…

Reading Literature
- Students retell stories, including key details, and show that they understand the lesson or moral of a story.
- Students identify who is telling the story at various points in a text.

Reading for Information
- Students ask and answer questions about key details in a text.
- Students use the illustrations and details in a text to describe key ideas.

Writing
- Students name a topic and supply some facts about the topic.
- Students provide some sense of closure.

Grade 2

Major Outcomes: Students will know/understand/ be able to…

Reading Literature
- Students retell stories and determine their central message, lesson, or moral.
- Students acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Reading for Information
- Students ask and answer such questions as , and to demonstrate understanding of key details in a text.
- Students explain how specific images or illustrations (such as a diagram of how a machine works) are useful.

Writing
- Students introduce a topic and use facts and definitions to develop points.
- Students provide a concluding statement or section.

Intermediate Grades (Grades 3-5): "Reading to Learn"
By the time a child reaches Grade 3, s/he should be reading and writing fairly fluently. Thus, the focus of literacy instruction is on using reading, writing and speaking as tools for learning (acquiring, interpreting, and analyzing information and ideas, and creating new ideas). This prepares students for the next stage of literacy, "Complex Analysis and Problem-Solving."

Grade 3

Major Outcomes: Students will know/understand/ be able to…

Reading Literature
- Students recount stories and determine the central message, lesson, or moral, explaining how it is developed in the text.
- Students distinguish their own point of view from that of the narrator or those of the characters.

Reading for Information
- Students ask and answer questions about what they read by referring directly to parts of the text.
- Students use information gained from images or illustrations.

Writing
- Students introduce a topic and use facts, definitions, and details to develop points.
- Students provide a concluding statement or section.
- Students group related information together.

Grade 4

Major Outcomes: Students will know/understand/ be able to…

Reading Literature
- Students determine the theme of a story, play, or poem from details in the text and summarize the text.
- Students compare and contrast the point of view from which different stories are told, including the difference between first- and third-person accounts.

Reading for Information
- Students refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Students interpret information presented in charts, graphs, or other visual sources of information and explain how the information contributes to an understanding of the text.

Writing
- Students introduce a topic clearly and develop the topic with facts, definitions, concrete details, quotations, or other information.
- Students provide a concluding statement or section related to the information or explanation presented.
- Students group related information in paragraphs and sections and use formatting (such as headings), illustrations, and multimedia when useful.
- Students link ideas within categories of information using words and phrases such as another, for example, also, and because.
- Students use precise language and subject-specific vocabulary.

Grade 5

Major Outcomes: Students will know/understand/ be able to…

Reading Literature
- Students determine the theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic, and students summarize the text.
- Students describe how a narrator's or speaker's point of view influences how events are described.

Reading for Information
- Students quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Students draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Writing
- Students introduce a topic clearly, providing a general observation and focus, and develop the topic with facts, definitions, concrete details, quotations, or other information.
- Students provide a concluding statement or section related to the information or explanation presented.
- Students group related information logically and use formatting (such as headings), illustrations, and multimedia when useful.
- Students link ideas within and across categories of information using words, phrases, and clauses (such as in contrast or especially).
- Students use precise language and subject-specific vocabulary.

Grade 6

Major Outcomes: Students will know/understand/ be able to…

Reading Literature
- Students determine the theme or central idea of a text and how it is conveyed through particular details and provide a summary of the text without personal opinions or judgments.
- Students explain how an author develops the point of view of the narrator or speaker in a text.

Reading for Information
- Students cite evidence from the text to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Students integrate information presented in different media or formats (such as visually or through numbers) as well as in words to develop a coherent understanding of a topic or issue.

Writing
- Students introduce a topic and develop the topic with relevant facts, definitions, concrete details, quotations, or other information.
- Students provide a concluding statement or section that follows from the information or explanation presented.
- Students organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.
- Students include formatting (such as headings), graphics (such as charts or tables), and multimedia when useful.
- Students use appropriate transitions to clarify the relationships among ideas and concepts.
- Students use precise language and subject-specific vocabulary.
- Students establish and maintain a formal writing style.

Mathematics

Kindergarten

Major Outcomes: Students will know/understand/ be able to…

- Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (such as claps), acting out situations, verbal explanations, expressions, and equations
- Solve word problems by adding or subtracting numbers up through 10 using objects and drawings
- Count to 100 by ones and tens
- Understand that numbers from 11 to 19 contain a ten and some leftover ones (for example, 14=10+4)

Grade 1

Major Outcomes: Students will know/understand/ be able to…

- Solve word problems by adding or subtracting numbers up through 20
- Solve addition and subtraction problems for different unknown numbers (20-?=15, 9+4=?)
- Understand that 10 can be thought of as a bundle of ten ones—called a "ten"
- Understand that the two digits of a two-digit number represent amounts of tens and ones (place value)
- Add and subtract numbers through 100 using what students have learned about place value

Grade 2

Major Outcomes: Students will know/understand/ be able to…

- Solve one- and two-step word problems by adding or subtracting numbers up through 100
- Understand that 100 can be thought of as a bundle of ten tens—called a "hundred"
- Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (place value)
- Add and subtract numbers through 1000 using what students have learned about place value

Grade 3

Major Outcomes: Students will know/understand/ be able to…

- Use place value understanding to round whole numbers to the nearest 10 or 100
- Quickly and accurately add and subtract numbers through 1000 using knowledge of place value
- Use place value understanding to multiply and divide numbers up through 100
- Multiply one-digit whole numbers by multiples of 10 between 10 and 90.
- Determine a fraction's place on a number line by defining the length from 0 to 1 as the whole and "cutting it" into equal parts
- Understand two fractions as equal if they are the same size or at the same point on a number line
- Compare the size of two different fractions of the same size object.

Grade 4

Major Outcomes: Students will know/understand/ be able to…

- Use place value understanding to round multi-digit whole numbers to any place
- Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right
- Use place value understanding to find the product of two multi-digit numbers
- Compare two multi-digit numbers based on meanings of the digits in each place, using the symbols > (more than), = (equal to), and < (less than)

- Break down a fraction into smaller fractions with the same denominator, or bottom number, in more than one way (3⁄8 = 1⁄8+1⁄8+1⁄8 =2⁄8+1⁄8)
- Explain why a fraction is equal to another fraction
- Add and subtract mixed numbers (whole numbers mixed with fractions, such as 1 1⁄5) with the same denominators
- Multiply a fraction by a whole number

Grade 5

Major Outcomes: Students will know/understand/ be able to…

- Use place value understanding to round decimals to any place
- Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1⁄10 of what it represents in the place to its left
- Read, write, and compare decimals based on the meanings of the digits in the tenths, hundredths, and thousandths place, using the symbols >, =, and <
- Interpret a fraction as division of the numerator (the top number) by the denominator (the bottom number)
- Add and subtract fractions with different denominators
- Multiply a fraction by a whole number or another fraction
- Divide fractions by whole numbers and whole numbers by fractions

Grade 6

Major Outcomes: Students will know/understand/ be able to…

- Divide fractions by fractions using models and equations to represent the problem
- Solve word problems involving division of fractions by fractions
- Understand the concept of a ratio and use the correct language to describe it
- Understand the concept of a unit rate (the rate per unit, or a ratio with a denominator of 1) and use the correct language to describe it
- Use ratio and rates to solve real-world problems

Social Studies

Kindergarten

Major Outcomes:

History

- Ask questions, share information and discuss ideas about the past
- Understand that the first component in the concept of chronology is to place information in sequential order

Geography

- Understand/explain that people belong to different groups and live in different settings around the world that can be found on a map or globe

Economics

- Explain ownership as a component of economics
- Discuss how purchases can be made to meet wants and needs (PFL)

Civics

- Participate in making decisions using democratic traditions
- Understand that civic participation takes place in multiple groups

Grade 1

Major Outcomes

History
- Describe patterns and chronological order of events of the recent past
- Identify/describe/explain family and cultural traditions in the United States in the past

Geography
- Understand that geographic tools such as maps and globes to represent places
- Understand/explain how people in different groups and communities interact with each other and the environment

Economics
- Explain that people work at different types of jobs and in different types of organizations in order to produce goods and services and receive an income
- Identify short term financial goals (PFL)

Civics
- Explain that effective groups have responsible leaders and team members
- Identify/describe notable people, places, holidays and patriotic symbols

Grade 2

History
- Identify historical sources and utilize the tools of a historian
- People in the past influenced the history of neighborhoods and communities

Geography
- Use geographic terms and tools to describe space and place
- People in communities manage, modify, and depend on their environment

Economics
- The scarcity of resources affects the choices of individuals and communities
- Apply decision-making processes to financial decision making(PFL)

Civics
- Responsible community members advocate for their ideas
- People use multiple ways to resolve conflicts or differences

Grade 3

Major Outcomes: Students who understand these concepts will be able to…

History
- Use a variety of sources to distinguish historical fact from fiction
- Describe/explain how people in the past influenced the development and interaction of different communities and regions

Geography
- Use various types of geographic tools to develop spatial thinking
- Describe/explain the concept of regions is developed through an understanding of similarities and differences in places

Economics
- Describe producers and consumers and how goods and services are exchanged
- Describe how to meet short-term financial goals (PFL)

Civics
- Explain respecting the views and rights of others as components of a democratic society
- Describe/explain the origin, structure and function of local government

Grade 4

Major Outcomes

History
- Organize a sequence of events to understand the concepts of chronology and cause and effect in the history of Colorado
- The historical eras, individuals, groups, ideas, and themes in Colorado history and their relationships to key events in the United States

Geography
- Use several types of geographic tools to answer questions about the geography of Colorado
- Connections within and across human and physical systems are developed

Economics
- People respond to positive and negative incentives
- The relationship between choice and opportunity cost (PFL)

Civics
- Analyze and debate multiple perspectives on an issue
- The origins, structure, and functions of the Colorado government

Grade 5

Major Outcomes

History
- Analyze historical sources from multiple points of view to develop an understanding of historical context
- Identify/describe/explain the historical eras, individuals, groups, ideas, and themes in North America from 1491 through the founding of the United States government

Geography
- Use various geographic tools and sources to answer questions about the geography of the United States
- Understands the causes and consequences of movement

Economics
- Describes how government and market structures influence financial institutions
- Understands the idea of utilizing financial institutions to manage personal finances (PFL)

Civics
- Describes/explains the foundations of citizenship in the United States
- Describes/explains the origins, structure, and functions of the United States government

Grade 6

Major Outcomes:

History
- Analyze and interpret historical sources to ask and research historical questions
- Identify/describe/compare/contrast the historical eras, individuals, groups, ideas and themes in regions of the Western Hemisphere and their relationships with one another

Geography
- Use geographic tools to solve problems
- Describe/explain/analyze how human and physical systems vary and interact

Economics
- Identify and analyze different economic systems
- Describe/explain how saving and investing are key contributors to financial well being (PFL)

Civics
- Analyze the interconnected nature of the United States to other nations
- Compare multiple systems of governments

Science

Kindergarten

Major Outcomes: Students who demonstrate understanding will be able to…

Skills and Processes (Scientists and Engineers)
- Describe the job of a scientist.
- Describe the job of an engineer.
- Describe ways in which scientists and engineers work together.
- Discover how scientists study the world.
- Identify the tools that a scientist uses.
- Identify the five steps in the Engineering Design Process.

Weather (Earth and Space Science)
- Observe weather and be able to explain clothing and activity choices.
- Differentiate between typical and severe types of weather in our community.
- Communicate and demonstrate ways to stay safe during severe weather in our community.
- Use the Engineering Design Process to design and build a structure to reduce the warming effect of sunlight on the Earth's surface.

Physical Science –Forces and Interactions: Pushes and Pulls
- Collaborate with classmates to plan and conduct an investigation that explores different pushes and pulls.
- Observe the motion of objects to explore the effects of pushes and pulls.
- Communicate about cause and effect.
- Compare the effects of different strengths of pushes and pulls.
- Use information to decide if a solution works as designed to change the speed or direction of an object with a push or pull.

Life Science – Relationships and Ecosystems
- Distinguish between needs and wants.
- Determine that animals require food and water to live and grow.
- Determine through investigation that plants need light and water to live and grow.
- Explain how plants and animals impact (change) their environment to meet their needs.
- Explain how human choices impact the environment, both in positive and negative ways.
- Collaborate to develop a solution to reduce negative human impact on the land, air, water, and/or other living things.

GRADE 1

Major Outcomes: Students who demonstrate understanding will be able to…

Life Science - Plant and Animal: Structure and Function

- Use the Engineering Design Process to help them design a new invention.
- Identify and explain how different external features of an animal help it survive in its environment.
- Identify and describe similarities and differences in parent animals and plants and their offspring.
- Identify and describe behaviors that parents and their offspring use to communicate, to help offspring survive.

Earth and Space Science – Patterns in Space Systems

- Describe and discuss characteristics of the sun as a star.
- Use observational data from a model to identify appropriate evidence to support the idea that stars, other than the sun, can only be seen at night.
- Use observable patterns to support the conclusion that the sun does not move, instead Earth's movement causes day and night.
- Design and produce a model of the surface of the moon.
- Describe how some of the moon's craters are formed.
- Use observational data to identify patterns in the appearance of the moon.

Physical Science – Light

- Compare and contrast objects with and without light.
- Identify natural and human-made sources of light.
- Explain how light travels and draw a diagram/model of light traveling (not to include the speed of light).
- Describe what happens when different objects are placed in front of a beam light.
- Justify whether an object is transparent, translucent, or opaque.
- Use the Engineering Design Process to design a device that can communicate using light.

GRADE 2

Major Outcomes: Students will know/understand/ be able to…

Earth and Space Science – The Moon:

- Identify and describe a science problem related to the Moon.
- Describe the physical properties of the Moon.
- Observe the appearance of the Moon in the daytime and nighttime sky.
- Observe and record data about the location and movement of the Moon over time.
- Observe and describe the repeating pattern of lunar phases.

Earth Science - Soil and Erosion:

- Identify and describe a science problem related to soil characteristics and erosion.
- Describe and compare characteristics of different soils.
- Compare, and diagram the way in which soil layers.
- Observe and explain how soil can be formed by weathering.
- Measure and compare water retention of several types of soil.
- Identify and classify a variety of Earth surface features (i.e., hills, mountains, valleys, and continents) and water systems (i.e., rivers and oceans).
- Predict, observe, and identify causes and effects of soil erosion.
- Explain how water erodes unprotected soil.
- Predict, observe, and identify the effect of humans and other organisms on soil (e.g. erosion, pollution, building projects).
- Use science knowledge to make decisions and/or devise a plan to solve a problem.

Physical Science – Exploring Interactions

- Identify and describe a science problem related to interactions of matter.
- Describe and compare interactions of solids and liquids.
- Create mixtures and separate them based on differences in properties.
- Predict, record, and compare interactions of substances with water of different temperatures.
- Measure, record, and compare water temperature, using a temperature probe and thermometer.
- Give examples that show that energy can warm a substance (e.g. sun, stove top).
- Describe and compare interactions of ice with various materials that accelerate or slow melting.
- Draw conclusions based on observable evidence about materials that will interact with ice to accelerate melting.
- Draw conclusions based on observable evidence to identify materials that are good insulators.
- Use knowledge of science to make decisions and/or devise a plan to solve a problem.

Life and Environmental Science – Characteristics of Organisms

- Identify and describe a science problem related to characteristics of organisms.
- Observe, describe, and identify structural parts of an insect and the functions of those parts.
- Explain that all living things can be compared based on similarities and differences (i.e. external features).
- Classify collected organisms as insects or non-insects.
- Observe, describe, and record butterfly larvae structures and behaviors.
- Identify the structural changes in the various stages of a butterfly larva's growth and how they allow the organism to perform different functions.
- Predict and identify food preferences of butterfly larvae.
- Describe, record, and compare characteristics of different stages of a butterfly's life cycle.
- Observe, describe, and identify structural parts of a butterfly and the functions of those parts.
- Predict and identify the food preferences of an adult butterfly.
- Compare the food preferences of a butterfly larva to an adult butterfly.
- Explain that animals need air, water, and food to survive.
- Explain how the habitat provides basic needs (i.e., food, water, air) for the larvae and butterflies.
- Describe that offspring are very much, but not exactly, like their parents and one another.
- Use knowledge of science to make decisions and/or devise a plan to solve a problem.

Grade 3

Major Outcomes: Students who demonstrate understanding will be able to…

Earth and Space Science – The Weather

- Understand that scientists record patterns of the weather across different times and areas in order to make predictions about future weather that may occur.
- Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
- Understand that climate describes a range of typical weather conditions in a given area.
- Students will obtain and combine information to describe climates in different regions of the world.
- Understand that a variety of natural hazards result from natural processes. Humans can take steps to reduce their impacts.
- make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

Physical Science – Forces and Interactions

- Plan and conduct a well-designed investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
- Understand that every force has both a strength and a direction.
- Make observations and/or measurements of an object's motion to identify patterns that can be used to predict future motion.
- Understand that the speed and direction of an object in motion can be changed by direct and indirect interactions.
- Ask cause and effect questions to determine that electrical and magnetic forces between objects do not require that the objects be in contact.
- Define a simple design problem that can be solved by using magnets.

Life Sciences – Independent Relationships in Ecosystems

- When the environment changes in ways that affect a place's physical characteristics, temperature, or resources, some organisms survive and reproduce, others move, new organisms may arrive, and some organisms die.
- Being part of a group helps animals obtain food, defend themselves, and cope with changes in their environment. Groups may vary.
- Some kinds of plants and animals that once lived on Earth are no longer found.
- Fossils provide evidence about types of organisms that lived long ago.
- For any particular environment, some organisms survive well, some less well, and some cannot survive at all.
- Populations live in a variety of habitats, and changes in those habitats can affect the organisms that live there.

Life Sciences – Life Cycles and Traits

- Scientists use observation to understand the life cycles of living organisms.
- By observing organisms in their environment, we can identify problems facing different life forms.
- By identifying the source of some of the problems, and we can determine as solutions to help solve the problem.
- Students will be able to describe similarities and differences between life cycles of different organisms.
- Define traits and how can they be observed.
- Explain how traits can be described and compared.
- Describe/explain how the environment can affect an organism's traits.
- Describe/explain how a variation in traits can give an advantage to an organism, and increase its chance of survival.

Grade 4

Major Outcomes: Students who demonstrate understanding will be able to…

Physical Science – Energy

- Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
- Use evidence to construct an explanation relating the speed of an object to the energy of that object.
- Ask questions and predict outcomes about the changes in energy that occur when objects collide.
- Obtain and combine information through research to describe that energy and fuels are derived from natural resources and their uses affect the environment.

- Apply scientific and engineering ideas to design, test, and refine a device that converts energy from one form to another.

Physical Science – Waves
- Develop a model of waves.
- Compare and contrast multiple models of waves.
- Use a model of waves to make observations and collect data.
- Use a model of waves to describe patterns in the properties of the waves.
- Use a model of waves to support a description of the relationship between wave patterns and the movement of objects.
- Use a model of waves to support a description of the relationship between waves and the transfer of energy.
- Work collaboratively to generate and compare multiple solutions that use patterns to transfer information.

Earth and Space Science – Earth's Systems
- Use simulation procedures to identify variables and plan the collection of data, including observations and measurements.
- Use a simulation to produce data.
- Use evidence to support an explanation of the effects of the forces that shape earth's landscape over time.
- Work cooperatively to analyze data in order to make inferences about a time in earth's history.
- Analyze and interpret data on world maps in order to describe patterns of earth's features.
- Analyze and compare multiple solutions in order to identify the most effective strategies for reducing the impact of earthquakes on human-built structures.

Grade 5

Major Outcomes: Students who demonstrate understanding will be able to…

Earth and Space Science: Patterns and Cycles
- Identify and describe the physical properties of comets, asteroids, and meteors.
- Explain that the Earth's rotation on its axis produces the day and night cycle.
- Explain that the Earth's rotation also creates the apparent movement of other celestial bodies.
- Explain that the moon, like Earth, follows patterns of rotation and revolution.
- Explain that these patterns create the Moon's apparent shape and position changes.

Physical Science – Forces and Motion
- Explain that speed is defined as the distance traveled over time.
- Explain that force is a push or a pull on an object. Gravity and friction are forces. Friction occurs when two surfaces rub together. Forces create changes in the way objects move.
- Explain that motion is a change in position. Periodic motion is the motion that repeats itself.
- Explain that variable motion occurs when different distances travel in equal times. Uniform motion occurs when equal distances travel in equal times.
- Explain that the greater the force, the greater the change in motion.
- Explain that potential energy is when energy is stored. Kinetic energy is when in energy is in motion. Kinetic energy can be converted into potential and vice versa.
- Explain that the amount of kinetic energy an object has is determined by the mass and speed of the object.
- Explain that forces create motion. As an object is in motion, kinetic and potential energy are transferred back and forth.

Earth and Space Science – Ecosystems and Conservation

- Explain/describe how certain consequences occur when Earth's natural resources are used. Creating a watershed model demonstrates how runoff and pollutants flow into our waters.
- Explain/describe how human activity has consequences on a watershed.
- Explain/describe how constructing a riparian buffer works to restore water quality.
- Explain that a cell is a basic unit of life.
- Explain that most single-celled organisms have needs, and demonstrate some behaviors similar to those of multi-cellular organisms.
- Explain/describe how single and multi-celled organisms must have their basic needs met in order to survive.

Hawaii Conservation Enhancement Program

- At the end of the year, students will be able to describe how restoring Riparian Forest Buffers can improve local water quality and the quality of the ecosystem of our Hawaiian islands.
- ***Sustaining food supply:*** Identify agricultural methods used in Hawaii to increase food production and their impact on humans and the environment.
- ***Conservation of resources:*** Explain why there is a need to conserve natural resources (including fossil fuel).

GRADE 6

Major Outcomes: Students who demonstrate understanding will be able to…

Earth's Place In the Universe

- Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.
- Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.
- Analyze and interpret data to determine scale properties of objects in the solar system.
- Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.

Earth's Systems

- Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.
- Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
- Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.
- Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.
- Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.
- Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.

Earth and Human Activity

- Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
- Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.

- Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

Health

(K-6) Students will become good and industrious citizens by developing their spirit, mind and body and by using their talents and abilities to make the world a better place. The concept of spirit, mind and body development is in keeping with the Hawaiian concept of ***Lokahi***, which speaks of balance, harmony and unity for the self in relationship to the body, the mind, the spirit, and the rest of the world. (KSBE). At each grade level, study will focus on each four of the key concepts by engaging students in developmentally appropriate activities and discussions. The health education curriculum supports the following goals:

Health Content Concepts:

- Students will demonstrate an understanding of health promotion and disease prevention concepts to establish a foundation for leading healthy, productive lives.

Accessing Information:

- Students will demonstrate the ability to access, analyze, and evaluated health information, products, and services in order to become health literate consumers.

Health Behaviors:

- Students will demonstrate the ability to identify and practice healthy- enhancing behaviors and reduce health risks to live safer, healthier lives.

Communication Skills:

- Students will demonstrate the ability to effectively use communication skills to enhance personal, family, and community health.

Goal Setting and Decision Making:

- Students will demonstrate the ability to use goal-setting and decision-making skills to address issues related to personal, family, and community health.

Major Outcomes: Students who understand these concepts will:

- Know and apply the basic facts, principles and skills related to maintaining my body's health and fitness.
- Understand the physical and emotional concepts, issues and consequences related to sexuality, health and safety.
- Make choices that promote good health and encourage others to do the same.
- Take responsibility for my own learning, support the efforts of others to take responsibility for their own learning.
- Express and receive ideas and emotions through reading, writing, speaking and listening in both English and other world languages and through the visual and performing arts.
- Demonstrate knowledge and skills of literature, math, science, social studies, Hawaiian culture and history and the visual and performing arts.
- Use technological tools to locate, analyze and communicate information.
- Respect themselves as an individual with unique talents and abilities.
- Respect themselves as a member of the Hawaii community who shares cultural connections with other Hawaiians past, present and future.
- Respect others regardless of similarities or differences to themselves.
- Fulfill their obligations to family, school and workplace by setting appropriate goals, working diligently and keeping commitments.

- Use appropriate strategies to make positive choices and solve problems.
- Recognize the major issues affecting my multiple communities and work effectively with others to bring about positive change.

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.

English Language Arts
Standards Adopted: Common Core State Standards

Mathematics
Standards Adopted: Common Core State Standards

Rationale: Hawaii Common Core Standards define the knowledge and skills students need to succeed in college and careers when they graduate. They align with college and workforce expectations, are clear and consistent, include rigorous content and application of knowledge through higher-order skills, are evidence-based, and are informed by standards in top-performing countries.

In **English Language Arts/Literacy** There is an increased emphasis on building a strong vocabulary so that students can read and understand challenging material. Teachers will provide more challenging reading and ask more questions that will require students to refer back to a passage he or she has read. In addition to stories and literature, there will be more reading that provides facts and background knowledge in science and social studies.

In **Mathematics** teachers will focus on the most important topics for each grade level allowing students to develop a deeper understanding of mathematical ideas and skills. Teachers will provide more opportunities for students to make connections between the mathematics they learn from grade to grade. Students will still be expected to know their "math facts" and compute using efficient strategies. Along with those expectations, learning experiences will help students to understand why those strategies and skills work and how to apply them to solve problems that arise everyday life experiences and other real-world situations.

The Common Core Standards focus on rigorous content and knowledge and skills to succeed in college and careers, thus aligning well with our project-based learning. For these reasons the Common Core State Standards will support teachers in assuring that students achieve academic success and that the school achieves its academic goals as outlined in **Section II.B.4** of this document.

Social Studies
Standards Adopted: C3 (College, Career, and Civic Life) Framework for Social Studies
Rationale:
The primary objective of the Social Studies Curriculum is to engage students in exploration, understanding, and engagement of the social world around them through rigorous application of the tools of the four primary social studies disciplines (history, geography, economics, and civics). Students will build critical thinking, problem solving, and participatory skills to become engaged citizens. Based upon the C3 (College, Career, and Civic Life) Framework for Social Studies developed by the National Council of the Social Studies, the social studies curriculum

aligns to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies.

Like the Common Core State Standards for English Language Arts, the C3 Framework emphasizes the acquisition and application of knowledge to prepare students for college, career, and civic life. It intentionally envisions social studies instruction as an inquiry arc of interlocking and mutually reinforcing elements that speak to the intersection of ideas and learners. The Four Dimensions highlighted below center on the use of questions to spark curiosity, guide instruction, deepen investigations, acquire rigorous content, and apply knowledge and ideas in real world settings to become active and engaged citizens in the 21st Century. For these reasons, we believe that the C3 Framework for Social Studies complements and strengthens instruction in ELA/Math, and will contribute to the success of student learning under the Academic Plan.

C3 Framework Organization

Dimension 1: Developing Questions and Planning Inquiries	**Dimension 2: Applying Disciplinary Tools and Concepts**	**Dimension 3: Evaluating Sources and Using Evidence**	**Dimension 4: Communicating Conclusions and Taking Informed Action**
• Developing Questions and Planning Inquiries	• Civics • Economics • Geography • History	• Gathering and Evaluating Sources • Developing Claims and Using Evidence	• Communicating and Critiquing Conclusions • Taking Informed Action

While currently there are no Common Core Standards for Social Studies, the C3 Framework is the most widely used set of standards for the discipline and it is likely to be adopted or closely emulated for the Social Studies Common Core in the future.

Science

Standards Adopted: Next Generation Science Standards

Rationale:

The National Research Council (NRC) of the National Academy of Sciences created the ***Next Generation Science Standards*** based upon the ***Framework for K-12 Science Education***, which was released July 2011. The Framework provides a sound, evidence-based foundation for standards by drawing on current scientific research - including research on the ways students learn science effectively - and identifies the science all K–12 students should know.

The Next Generation Science Standards (NGSS) are organized around the three dimensions from the NRC Framework:

- ***Practices (***behaviors that scientists engage in as they investigate and build models and theories about the natural world and the key set of engineering practices that engineers use as they design and build models and systems);
- ***Crosscutting Concepts*** (concepts that have application across all domains of science, thus linking the different domains of science);
- ***Disciplinary Core Ideas*** (ideas that have broad importance across multiple sciences or engineering disciplines, or are a key organizing concept of a single discipline). ***Core ideas*** provide a key tool for understanding or investigating more complex ideas and solving

problems. They relate to the interests and life experiences of students and are connected to societal or personal concerns that require scientific or technological knowledge. Core ideas are teachable and learnable over multiple grades at increasing levels of depth and sophistication.

The NRC framework identifies the key scientific ideas and practices all students should learn by the end of high school. Designed to make science education more closely resemble the way scientists ***work and think***, the framework envisions that students will gradually deepen their understanding of scientific ideas over time by engaging in practices that scientists and engineers actually use.

Additionally, the ***Practices*** dimension encompasses all of the core content from the Subject Area "Career and Technical Education". The ***Practices*** aspect of the Next Generation Science Standards will clarify for students the relevance of science, technology, engineering and mathematics (the four STEM fields) to everyday life. Like the NCSS Social Studies Standards, the Next Generation Science Standards Emphasize 21st Century Skills while focusing on rigorous scientific content and skills acquisition. They are designed in such as way as to facilitate curriculum application at the classroom and school level, and they provide a framework for assessment of student progress as well as a focus for teacher professional development. For these reasons the standards will support teachers in assuring that students achieve academic success and that the school achieves its academic goals as outlined in **Section II.B.4** of this document.

Health
Standards Adopted: National Health Education Standards (DHHS 2004, 2015)
Rationale:
The National Health Education Standards (NHES) were developed to establish, promote and support health-enhancing behaviors for students in all grade levels—from pre-Kindergarten through grade 12. The NHES provide a framework for teachers, administrators, and policy makers in designing or selecting curricula, allocating instructional resources, and assessing student achievement and progress. Importantly, the standards provide students, families and communities with concrete expectations for health education. The NHES also align with the still-in-use HCPS III Standards for Health. This is important so that there will be alignment between our curriculum and other schools in the area as students transfer between schools.

To insure that schools and districts fully implement the NHES, the Department of Health and Human Services has developed the Health Education Curriculum Analysis Tool (HECAT). The HECAT will help our school conduct a clear, complete, and consistent analysis of health education curricula based on the National Health Education Standards and CDC's Characteristics of an Effective Health Education Curriculum. Results from the HECAT, when used in conjunction with the National Health Education Standards (NHES) will provide a framework for assessment of student progress as well as a focus for teacher professional development. For these reasons the standards will support teachers in assuring that students achieve academic success and that the school achieves its academic goals as outlined in **Section II.B.4** of this document.

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).

Materials	How Materials will support the Academic Plan
English Language Arts	
Leveled Reading Literature Individually leveled texts (A-Z).Also, textbook level website that provides levels for over 5,000 books in publication	For use in Fountas and Pinnell Reading Program and Daily Five Reading/Writing Workshop. (**II.B.6, p. 48**). Allows each student to select and read a variety of literature at their specific reading ability level. Students can select more difficult books as their ability level increases. Also allows easy integration of ELA into project-based learning environment through use of leveled informational books for research of projects (**II.B.6, p. 41**). Supports attainment of ELA Outcomes (**II.B.1, pp 6-11**). Supports the teacher's ability to differentiate curriculum to meet the varied needs of students (**II.C.1, p. 53; II.C.2.b, p. 54**). Common Core Aligned. Supports Academic Goals 2b and 2c (**II.B.4, p. 35)**
Fountas and Pinnell Benchmark Assessment System One-on-one, comprehensive assessment to determine independent and instructional reading levels and for placing students on the F&P Text Level Gradient™, A-Z.	Used for formative assessment of individual reading levels. Assessments are linked to teaching to inform instructional decision-making. (Results are used to assist in planning of differentiated instruction in Foundational Literacy Skills.) Supports establishment of personalized student goals during ILP **(II.B.6, p. 42).** Supports Academic Philosophy **(II.A.2, p. 4).** Support Academic Goals 1 & 2 (**II.B.4, pp 34-35).**
Words Their Way Hands-on, developmentally-driven approach to word study that illustrates how to integrate and teach children phonics, vocabulary and spelling skills.	Helps students develop foundational skills targeted in the Common Core State Standards (CCSS). supports the CCSS's Reading Foundational Skills and Language Standards in Grades K–5. Supports attainment of ELA Outcomes (**II.B.1, pp 6-11**). The depth and breadth of word knowledge developed through the Words Their Way approach to word study also supports the Common Core's emphasis on students' reading more complex literary and informational texts. Supports Academic Philosophy **(II.A.2, p. 4).** Support Academic Goals 1 & 2 (**II.B.4, pp 34-35).**
Mathematics	
Everyday Math (EDM) a comprehensive Pre-K through Grade 6 mathematics program engineered for the Common Core State Standards. Workbooks series with accompanying activity toolkit for each grade level.	Selected because it is a spiraling curriculum, which research indicates is a much more effective way to teach math concepts. Scaffolding is built into the program, which supports the teacher's ability to differentiate curriculum to meet the varied needs of students (**II.C.1, p. 53; II.C.2.b, p. 54**). In addition, it also provides teachers with a plethora of games and projects that help to develop math skills, while also making it easier to differentiate for teachers (**II.A.1, p. 1**). EDM is Common Core Aligned. Supports Academic Goals 2b and 2c (**II.B.4, p. 35)**
Social Studies / Science / Health	
Teacher developed materials will teach social studies and science curriculum through PBL. Additional (low or no-cost) resources will be obtained through: http://www.mgf-	Teachers will be responsible for selecting appropriate materials that are appropriate for projects designed by facilitators with students (**II.A.1, p. 2; II.B.6, p. 41**). These materials will connect Science, Social Studies, and Health standards with a wide range of contemporary subjects unique to our school. Will facilitate attainment of subject matter Outcomes (**II.B.1, pp 14-33**). Use of

Materials	How Materials will support the Academic Plan
hawaii.org/HTML/Resources/resourcesforteachers.htm, http://www.mgf-hawaii.org/HTML/Links/hawaiienvironmentallinks.htm, http://www.hoikecurriculum.org/, http://hvo.wr.usgs.gov/, http://www.ksbe.edu/communityeducation/site/teacher_resources/, the public library, and other available sources.	locally sourced materials in a PBL environment support our Vision, Mission, Core Beliefs and Key Instructional Design (**II.A.2, p. 4**). Community-based projects support the development of the Fifth "C", Caring. **(II.A.1, p. 2; II.A.2, p 4**)
Social Emotional Learning (SEL)	
The Leader in Me Teacher Manuals and Student activity book.	Supports the development of the 21st Century Leadership and Life Skills **(II.B.5, p. 43**). Emphasizes the development of self-regulatory and personal leadership skills among all students. Supports Mission, Philosophy and Key Instructional Design **(II.A.2, p. 4)** Supports Academic Goal 3 **(II.B.4, p. 36)**

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.

Academic Goals:

Goal 1 – Each child will show significant academic progress.
By the end of year 3, 90% of students will meet 105% of their projected growth goal in Reading and Math on the NWEA Measure of Academic Progress (MAP) assessment.

Explanation: MAP Assessment results provide a projected growth goal for each child in each subject assessed. This goal is expressed in the form of a projected RIT score (i.e. where that child is projected/expected to be at the end of the year). If a child meets 105% of their projected growth goal, this means that they are gaining faster than the average students at that level. Thus, all students, regardless of their ability, will be able to demonstrate better than average academic progress using the projected growth score as a target.

Definitions:
A **RIT score** is an estimation of a student's instructional level and also measures student progress or growth in school. In addition, the **RIT** scale is an equal interval scale. Equal interval means that the difference between **scores** is the same regardless of whether a student is at the top, bottom, or middle of the **RIT** scale, and it has the same **meaning** regardless of grade level.

The **Mean RIT** is the average score for students who were in the same grade and who tested in the same term, as observed in the most recent NWEA norms study.

RIT Growth: The growth in RIT points made between two terms in the growth comparison period. i.e., Fall to Spring.

Goal 2: Alaka`i O Kaua`i school-wide performance, as indicated by Strive HI Performance Indicators, will exceed the district performance levels:

a) Achievement – Science

By the end of Year 3, the percentage of students meeting or exceeding the standard in Science will exceed the district average for elementary schools for the same measures.

b) Achievement (disadvantaged students):

By the end of Year 4, the percentage of disadvantaged students meeting the standard in ELA and Math will exceed the district average for elementary schools for the same measure.

c) Achievement (all students):

By the end of Year 5, the percentage of students meeting or exceeding the standard in ELA and Math will exceed the district average for elementary schools for the same measures.

Explanation: The Strive HI Achievement Scores in ELA, Math and Science are based upon the percent of students who met the standard of achievement in Mathematics, English Language Arts/Literacy, and Science on the Smarter Balanced Assessment (SBA).

The criteria for including students in the "disadvantaged" category is Free/Reduced Lunch status. As discussed earlier under "anticipated student population" (Question II.A.3), we anticipate that over 50% of our students will qualify for Free/Reduced Lunch. Traditionally, both statewide and nationally, students who fall into this category tend to score lower on standardized measures of achievement such as the SBA.

Our Curriculum and Instructional Strategies (Question **II.B.6**) have all been selected because they provide teachers with tools to scaffold student learning at all levels and with a variety of learning needs and styles. We believe that participation in project-based, challenging academic instruction will result in increased student academic achievement in all groups. In specific content areas, PBL has been shown to be more effective than traditional methods for teaching math, economics, language, science, and other disciplines. (Beckett & Miller, 2006; Boaler, 2002; Finkelstein et al., 2010; Greier et al., 2008; Mergendoller, Maxwell, & Bellisimo, 2006). Our PBL instructional design emphasizes the development of science and engineering Skills through the integration of the NGSS (Next Generation Science Standards). These goals focus on the expected gains for ***all students*** and for ***disadvantaged students***.

Goal 3 - Each student will demonstrate proficiency in 21st Century Skills.
By the end of of year 3, 85% of students will receive a score of "Approaching Standard" or "At Standard" in all 7 areas of the 4 C's Rubric for their grade level on their final project of the year.

Explanation: Development of 21st Century Skills through Project-Based Learning is the core of Alaka`i O Kaua`i. It is reflected in our Vision, Mission, Academic Philosophy ***and*** Key Instructional Design Features (refer to **Section II.A.2**, **p 4**). ***PBL rubrics*** will be used to gauge achievement of Goal 3:

PBL Rubrics

The 4 **C's Rubrics** developed by the Buck Institute for Education (BIE, 2013) are designed specifically to assess student progress in the 21st Century Skills of Critical Thinking, Collaboration, Communication, and Creativity in a project-based setting. These rubrics describe what good critical thinking, collaboration, communication, and creativity & innovation look like in the context of Project Based Learning. Since the *particular* content of projects will vary, the Critical Thinking Rubric for PBL only describes aspects of critical thinking that apply to tasks found in *all* projects, such as evaluating the reliability of a source of information. The same is true for communication; instead of describing competency in all types of communication, such as writing or listening to a speaker, the rubric focuses on making a presentation, a competency common to all projects.

Developmentally appropriate rubrics have been developed for the Primary (Grades K-2), Upper Elementary (Grades 3-5), and Middle School (Grades 6-8). The rubrics are ELA Common Core aligned. Specific ELA standards are cited in the "At Standard" column only. However, their intent is also reflected in the "Approaching" and "Below" columns. Exact CCSS language is used when possible, but occasionally the rubrics used more student-friendly terms (particularly in the K-2 Rubrics). These rubrics will be used to assess students at the conclusion of each project, beginning with the first project in the first year of operation.

Goal 3 is consistent with Alaka`i O Kaua`i's ***Mission*** and ***Core Beliefs*** (**II.A.2, p. 4**) and will provide a common core-aligned method for evaluating development of creatively engaged, self-directed learners who are critical thinkers using 21st Century Skills to achieve their goals.

Assessments

Multiple assessment measures (summative and formative) will be used to monitor student progress (individually, by class, and by cohort group) and guide instruction. Assessments will include:

- NWEA Measure of Academic Progress (MAP)
- Smarter Balanced Assessments (State Mandated Summative Assessment)
- Fountas and Pinnell Benchmark Assessment System for Literacy
- Words Their Way Spelling Inventory
- ILP/Leadership Notebook with checklist of progress
- Anecdotal teacher records and student conferences
- Presentations of Learning (POL) after each project
- Student Showcase at end of year (Hoike)
- Rubrics
- Common Core aligned quizzes and tests (provided through curricula)
- Strive HI state assessments

NWEA Measures of Academic Progress (MAP)– a national norm-referenced assessment

MAP tests are vertically scaled interim assessments that are also administered in the form of CAT. MAP tests are constructed to measure student achievements from grades K to 12 in reading, mathematics, language usage, and science and aligned to the CCSS. MAP scores are reported with Rasch Unit (RIT) scale with a range from 100 to 350. Each subject has its own RIT scale.

MAP tests produce scores that make it possible to monitor student growth from year to year along developmental curriculum scales or continua. The assessment reports provide individual student and whole class information about skill and content understanding. The report also groups students by level in specific skill areas. This information allows teachers to plan instruction to meet the needs of specific students, and to group students for skill development. Because the results are immediate (teachers can access repots as soon as the testing is completed), MAP assessments can be used as a real-time instructional planning tool. Additionally, the results will be utilized to evaluate attainment of Academic Goal 1 (**II.B.4, p. 35**).

Smarter Balanced Assessments (State Mandated Summative Assessment)

Smarter Balanced Assessments are summative assessments administered in the form of computerized adaptive tests (CATs) and developed according to the Common Core State Standards (CCSS) in ELA and mathematics for grades 3-8 and 11. Smarter Balanced uses a vertical scale that assumes student proficiency is increased across different grade levels and reports scaled scores with a range between 2000 and 3000. For each grade and subject, there are three cut scores that classify student performance into four levels. The Level 3 cut score demarks the minimum level of performance considered to be "Proficient" for accountability purposes (Smart Balanced Technical Report, 2015). Level 1 (Not Met) indicates students have not met the achievement standards for

that grade; Level 2 (Nearly Met) indicates students have nearly met the achievement standards; Level 3 (Met) indicates students have met the achievement standards; and Level 4 (Exceeded) indicates students have exceeded the achievement standards for that grade.

Linkage of MAP scores to Smarter Balance Scales

Recently, NWEA completed a concordance study to connect the scales of Smarter Balanced Assessment Consortium (Smarter Balanced) English Language Arts (ELA) and Mathematics tests with those of the MAP Reading and MAP for Mathematics assessments. In this report, we present the 3rd through 8th grade cut scores on MAP reading and mathematics scales that correspond to the benchmarks on the Smarter Balanced ELA and Mathematics tests. Information about classification accuracy of the estimated MAP cut scores is also provided, along with a series of tables that estimate the probability of receiving a Level 3 or higher score on the Smarter Balanced assessments, based on the observed MAP scores taken during the same school year.

Fountas & Pinnell Benchmark Assessment System

The **Fountas & Pinnell Benchmark Assessment System** for K–8 is a one-on-one, comprehensive assessment that will accurately and reliably identify the instructional and independent reading levels of students and document their progress through one-on-one formative and summative assessments, based on the F&P Text Level Gradient (see Attachment D). The assessment system provides teachers with precise tools and texts to observe and quantify specific reading behaviors, and then interpret and use that data to plan meaningful instruction. The assessment includes student reading of unique, engaging, precisely-leveled books, followed by discussion of the books with the assessor (usually the classroom teacher). The discussion is a unique comprehension conversation structured to reveal critical information on processing and fluency.

The results of the assessment can be used by teachers to:

- determine students' instructional and independent reading levels
- recommend a placement level for instruction
- form initial groups for reading instruction
- select texts that will be productive for instruction
- plan efficient and effective instruction
- identify students who need intervention and extra help
- assess the outcomes of teaching
- monitor and report student progress across a school year and across grade levels
- inform parent conferences.

The F & P Benchmark Assessment will be performed at the beginning of the year for all 1-6 students in grades 1-6, and for all kindergarten students who can independently identify all upper and lower case letters. The assessment is then repeated every six to eight weeks as needed to determine new reading levels.

Words Their Way Spelling Inventory (WTW)

Words Their Way Spelling Inventories are qualitative assessments, administered similar to spelling tests, designed to show students' knowledge of key spelling features that relate to the different spelling stages. Used in conjunction with the Words Their Way Spelling Program, **Words Their Way Spelling Inventory** supports teachers in addressing the Common Core State Standards for Reading Foundational Skills and Language in Grades K–5, by helping students develop the foundational skills targeted in the **Common Core State Standards**. Based on an analysis of students' spelling, small groups can be formed and appropriate instruction planned. Results from the WTW Assessments can be used by teachers to differentiate instruction based upon student ability levels.

Strive HI (School-wide Assessment of Progress)

The Strive HI Performance System is designed to measure and understand school performance and progress and help tailor rewards, supports and interventions for improvement. It aligns with the HIDOE **Strategic Plan** and has three components:

- **Goals and Annual Targets:** The Strive HI Performance System includes annual goals for English Language Arts/Literacy, math, and science proficiency and graduation rates through School Year (SY) 2017-18.
- **The Strive HI Index:** The Strive HI Index will use multiple measures of achievement, growth, readiness and achievement gaps to understand schools' performance and progress and differentiate schools based on their individuals needs for reward, support and intervention.
- **The Strive HI Steps:** Based on the Index score, schools are placed on one of 5 Steps — Recognition, Continuous Improvement, Focus, Priority and Superintendent's Zone — as they strive for continuous improvement.

(http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/home.aspx)

Student Showcase

As described earlier, the student showcase is both a celebratory event and a culminating assessment. Students combine their academic, social-emotional, and creative abilities to create a product that demonstrates their growth across all domains during the year. Each student creates a piece that reflects their personal growth as a learner (academic goals) and leader (social-emotional and 21st Century Skills goals) throughout the year. The creation can be an essay, a video, a visual or dramatic presentation, or any other format the student chooses. Students use rubrics to guide the development of their final project, thus ensuring that their creation answers the driving question, "How have I grown as a learner and leader this year?" Students then present their creations to their learning community (classmates, parents, teachers, and mentors) during the showcase. Parents and teachers assist students in preparing for the showcase by discussing their progress toward their goals, and talking with them about what they want to share with their learning community at the showcase. Students' showcase presentations are assessed by the students, teachers, and community members who are in attendance. The rubrics provide a method for qualitative evaluation of student's Academic, Social-Emotional and Leadership skills throughout the year. The student showcase and attendant rubrics allow students, teachers, parents and the community to track student progress toward the school-wide academic goals. It also supports the Alaka`i O Kaua`i Philosophy, Mission, Goals and Instructional Design (**II.A.2, p. 4**) and attainment of Academic Goal 3 (**II.B.4,pp 33-35**).

ILP Leadership Notebook

The Leadership and Learning Notebook will serve as a "cumulative folder" of sorts for each child. Organized around the 7 Habits from "The Leader In Me" Character Education Program (**II.B.6, p. 44**), the notebook serves as a method for contextualizing academic progress within the framework of 21st Century Skill Development. The Notebook will be started during the first year that a child attends our school, and will contain the following:

- Assessment Results from all years
- ILP Planning, surveys, and goal-setting worksheets.
- Student's "Fluency Graph" that indicates their progress toward projected goals identified by the MAP assessments
- Separate sections to record student progress for ELA and Mathematics
- Monthly Goal-Setting sheets that include student's reflections on their academic and social-emotional progress.

- Completed Evaluation Rubrics for Projects and Student Showcases.
- Community Involvement Participation Form that records student's contributions to group projects
- Parent comment sheet for parents to make entries each time they review the notebook.

The Leadership Notebook is sent home with each student a few times every month. It is a way for home and school to communicate about students' progress academically and behaviorally. It will also show parents and students the progress that he or she is making and the areas that need improvement. Through this Leadership Notebook students will learn organizational skills and take responsibility for their own learning. This will also help them to set goals and work towards achieving those goals. The notebook will provide a method of continually evaluating each student's over-all progress toward the goal of becoming a productive, creative, collaborative 21st Century citizen. The notebook will be reviewed regularly by students with their teachers and parents, and will follow students from grade to grade. The notebook provides a visible method of continually evaluating students' progress toward Academic Goal 3 (**II.B.4, p. 36**).

Anecdotal Teacher Observations and Student Conferences

(Self-explanatory). Throughout the year, each teacher records anecdotal information about their observations for each child. These notations may refer to academic, social or emotional milestones observed, and can be used to assist in goal-setting during the ILP Conferences (**II.B.6, p. 44**). Teachers will also use these records to write accurate narrative reports that are sent to each parent at the end of each term.

(Self-explanatory). Student mini-conferences are integral to the Guided Reading and PBL instructional strategies employed by Alaka`i O Kaua`i.

Presentations of Learning (POL) after each project

Critical Thinking, Collaboration, Communication, and Creativity, and Caring are the 21st Century Skills that we will strive to develop in our students. The Presentation of Learning (POL) at the culmination of each PBL Project is an opportunity for students to demonstrate their mastery of these skills as they showcase their application of academic content and skills. POL's are organized in "science fair" configuration, with students and student group project displays set up throughout the classrooms. Students stand beside their completed projects and explain them to parents, teachers, other students, and community members who attend the POL. Students are expected to provide a detailed description of what they did, why they did it, what they learned, what challenges they faced and how they resolved those challenges, and what implications their project has for the future (theirs, the school, the community, or the world). Teachers and students will use the 4C's Rubric (see below), as well as a rubric designed to assess the specific project criteria, evaluate the POL. Consistent with Alakai`s core beliefs (**II.A.2, p. 4**) projects also should demonstrate understanding and integration of the 5th C, Caring, by connecting to the needs of students and the community and proposing solutions to problems that exist. (**II.A.2, p, 4)**

Rubrics

Academic: Academic Rubrics are established for the assessment of each PBL Project. Criteria relate specifically to the content that was covered in the project. Rubrics are co-designed by teachers and students at the beginning of each project, so that the expectations for the project are clear to everyone.

21st Century Skills: Likewise, the Four C's Rubrics are used at the end of each project to assess the proficiency in using 21st Century skills of Critical Thinking, Collaboration, Communication, and Creativity (see **Goal 3, p. 36**, ***PBL Rubrics*** for a description of these rubrics). The Fifth C,

Caring, is not assessed through this rubric because it is not specifically Common Core Aligned. However, the Fifth C, Caring, is embedded in the school Culture (**II.D., p. 62**).

Student Showcase (End-Of-Year): Refer to ***Student Showcase,*** above, for a description of these rubrics.

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.

The responsibility for administering, collecting, and analyzing the results of diagnostic, formative, benchmark/interim, and summative assessments will rest with the teachers, administrators, and support staff who work daily with the students. The process will actually begin **prior** to the start of the school year, when all educational personnel will participate in a two-week orientation and training to familiarize themselves with the curriculum and learn how to administer and analyze data from the various assessments. (II.B.4, pp 35-39)

Data collection begins at the very beginning of the school year. Since our philosophy centers around development of the whole child in an environment that supports development of 21st Century Skills (**II.A.1, p. 3; II.A.2, p.4**) the first two weeks of school are focused upon team-building to establish a cohesive and supportive learning community. Everyone in the school community participates in activities, lessons, and experiences (**II.A.1, p. 1**) that provide an opportunity for students to show their skills while they get to know their teachers, peers, and support staff. Faculty and support staff get to know students' interests, strengths and needs, and create anecdotal records of their observations (**II.A.1, p. 1; II.B.4, p. 38**). During weeks 3-4, teachers assess students' academic status using a series of formative (*Kindergarten Readiness Survey*, *Fountas and Pinnell Benchmark Assessment*, *Words Their Way Spelling Inventory*, *Dolche Vocabulary List, Math and Writing performance tasks)* and summative (***MAP Assessment***) measures (**II.B.4, pp 35-37**). Again, teachers review the data from these assessments and note any areas of significant attainment or concern. If appropriate, teachers may refer individual students for further evaluation for special services such as speech and language, psycho-social support services(counseling), or the like. These referrals will be coordinated through the appointed educational personnel at the school. During the first year of operation, this responsibility will likely rest with the Administrator or identified Lead Teacher, until special needs resources are provided by the DOE based upon identified student need. Teachers will also use these data to plan instruction, including differentiation to meet the academic needs of each student. Student ILP Conferences take place during the 6-7th weeks of school, and at that time additional areas of strength or need may be identified by parents, teachers, or students. Assessment data is used to develop academic and social-emotional goals for each student during the ILP. Follow-up referrals are made if indicated or if requested by parents.

During weeks 8-18, instruction continues, with formative assessments taking place regularly. Weekly check-ins to discuss individual progress toward academic and social-emotional goals, Fountas and Pinnell Benchmark Assessment every 6-8 weeks as needed, Words Their Way Weekly spelling and writing assessments, POL with Rubrics Assessments at end of each Project, anecdotal records (teacher observation), and collection of representative work samples. Mid-year assessments are conducted during weeks Weeks 19-22 (MAP, Kinder Readiness, Words Their

Way, Fountas and Pinnell, Dolche). These formative and summative assessments allow teachers and administrators to evaluate individual student attainment of subject-matter outcomes and whole-school progress toward the Academic Goals; they are a "benchmark" indicator of where students are at the half-way point in the year. As with the initial assessments, results are used to (1) differentiate instruction to meet the needs of individual students, (2) evaluate and modify curriculum and curriculum delivery, (3) identify students who may need additional support and assessment and make appropriate referrals, and (4) plan and deliver additional professional development and mentoring to teachers where needed. Students also use the results to evaluate progress toward their academic goals identified in the ILP, and report this progress to parents during the Student-Led Conferences. Having analyzed the mid-year assessment data and made appropriate adjustments to instructional strategies, instruction then proceeds throughout the second term. Presentations of Learning (POL) at the culmination of each project allow for assessment of student progress in 21st Century Skill Development.

In late spring, students in grades 3-6 will participate in the administration of the State-Mandated Smarter Balanced Assessments. Results are used by State to determine school's Strive HI scores. Results will also be used by Administrator to (1) determine where additional professional development is needed' (2) assess over-all school progress; (3) report school progress to parents and community.

During the last few weeks of each year, students once again participate in the battery of formative and summative measures (see above for a list of assessments). Results of final summative assessments (MAP, Smarter Balanced), along with recommendations/plans for modification of school programming/instructional delivery to optimize student learning, will be reported to students, parents, and the community using appropriate methods (newsletter, annual report, etc.).

Review and analysis of formative and summative data is performed by the PLT's (Professional Learning Teams) under the guidance and coordination of the Curriculum Coordinator/Data Coach and the School Administrator. Professional Development related to administration, analysis and interpretation of data is embedded throughout the school year. In addition to training prior to the start of the year for all assessments, one professional development day is set aside each quarter for guided team analysis and interpretation of formative and summative data is embedded throughout the school year, to insure that data are used to improve instruction and support student attainment of the academic and social-emotional goals (**II.B.3, pp 33-35**).

The Role of the Instructional Leadership Team

One teacher (designated as the Grade Level Chair) from each grade level group (K-2, 3-6) along with the school Director and the Curriculum Coordinator/Data Coach, will form the Instructional Leadership Team. Beginning with the first week of the school year, teachers will also meet at least bi-weekly to discuss student progress. These meetings will insure a coordinated effort to supporting student academic and social-emotional development, and will provide a way to monitor progress school-wide. If necessary, additional professional development or in-classroom mentoring will be provided for teachers to address particular need areas that are identified.

How Assessments Will be Administered and Utilized to to Inform Programmatic and Instructional Planning Decisions and Make Adjustments to Curricula

WHEN	WHAT & WHO	WHY	FOLLOW-UP (How results will be utilized & next steps)
2 Weeks Before School Begins	Team Professional Development Camp • Participants: educational personnel, administrator, Educ. support staff • Responsible Party: Coordinated & conducted by leadership team and, if appropriate consultants	• Team-Building • Overview and training in Key Instructional Elements • Training in MAP and other Assessments Administration, Scoring and Analysis • Development of Project Plan for the Year	• Weekly Professional Learning Team (PLC) • Additional Professional Development as needed • Teacher ILP, identifying growth goals for the year (teaching, leadership, knowledge)
Weeks 1-2	Community-Building Group, Class and whole-school activities to establish rapport and build community • Participants: students, teachers administration, support staff • Responsible Party: organized and implemented by teachers at the classroom level,	• Community-building • Formative assessment of 21st Century Skills and Social-Emotional skills & status	• Weekly Professional Learning Team (PLC) meetings to share results • develop school-wide intervention/response where needed • insure consistency in delivery of curriculum to meet the needs of all students. • Teachers implement effective teaching practices to support student learning.
Weeks 3-6	Initial Assessments • Participants: All students • Responsible Party: administered by classroom teacher	• Formative and Summative Assessment of Student Academic Status	• Weekly Professional Learning Team (PLC) meetings continue. • Teachers continue to implement effective teaching practices. • Teachers implement differentiated instruction, as needed, assist students in meeting goals. • Referral of students for additional assessment and/or special services as needed
Weeks 6-7	ILP Conferences • Participants: students, parents, teacher • Responsible Party: teacher schedules conferences; Admin provides early release days for conferencing	• Sharing of information with families: • Identification of Key Areas of Concern (Academic and Social-Emotional), • Goal-Setting (	• Weekly Professional Learning Team (PLC) meetings continue. • Teachers meet regularly with students to evaluate progress toward goals. • Teachers implement differentiated instruction, provide additional resources to assist students in meeting goals.

WHEN	WHAT & WHO	WHY	FOLLOW-UP (How results will be utilized & next steps)
Weeks 8-18	• **Instruction Continues with Regular Formative Assessment and Follow-up (see below)**		
Weeks 8-18	Weekly check-Ins • Participants: Students and Teacher • Responsible Party: teacher (can also be student-initiated)	• Teachers meet regularly with students to evaluate progress toward academic and social-emotional goals • identify areas of need/additional support/exemplary growth	• Weekly Professional Learning Team (PLC) meetings continue. • make appropriate referrals, • teachers provide additional support and differentiation of instruction as needed. • Formative assessment provide data to support teacher observation, and is reviewed by PLC's and administration to insure progress toward attainment of school-wide academic goals (**II.B.4, pp 33-35**). • •
	Formative Assessments • Fountas & Pinnell Benchmark Assessment every 6-8 weeks as needed • Words Their Way Weekly spelling and writing assessments • POL with Rubric Assessments at end of each Project • Anecdotal records (teacher observation) and representative work samples	• Data-driven tracking of student progress on a regular basis that aligns with the curriculum ( ) and key instructional design elements (**II.B.6, pp 40-43 and 47-50**), to insure progress toward subject-matter outcomes (**II.B.1, pp 6-27**) and school-wide academic goals (**II.B.4, pp 33-35).**	
Weeks 19-36	• **Instruction Continues with Regular Formative Assessment and Follow-up**		
Weeks 19-22	Mid-Year Assessments • Participants: All students • Responsible Party: administered by classroom teacher	• Formative and Summative Assessment of Student Academic Status • Mid-Year Progress Check for Academic and Social-Emotional Growth	• Weekly Professional Learning Team (PLC) meetings continue. • Teachers continue to implement effective teaching practices. • Teachers implement differentiated instruction, as needed, assist students in meeting goals. • Referral of students for additional assessment and/or special services as needed
Weeks 22-32	Weekly check-Ins • Participants: Students and Teacher • Responsible Party: teacher (can also be student-initiated)	• Teachers meet regularly with students to evaluate progress toward academic and social-emotional goals • identify areas of need/additional support/exemplary growth	• Weekly Professional Learning Team (PLC) meetings continue. • Referral of students for additional assessment and/or special services as needed

WHEN	WHAT & WHO	WHY	FOLLOW-UP (How results will be utilized & next steps)
	Formative Assessments • Fountas & Pinnell Benchmark Assessment every 6-8 weeks as needed • Words Their Way Weekly spelling and writing assessments • POL with Rubric Assessments at end of each Project • Anecdotal records (teacher observation) and representative work samples	• Data-driven tracking of student progress on a regular basis that aligns with the curriculum ( ) and key instructional design elements (**II.B.6, pp 40-43 and 47-50**), to insure progress toward subject-matter outcomes (**II.B.1, pp 6-27**) and school-wide academic goals (**II.B.4, pp 33-35).**	• Teachers continue to implement effective teaching practices. • Teachers continue to implement differentiated instruction, as needed, assist students in meeting goals. • Formative assessment provide data to support teacher observation, and is reviewed by PLC's and administration to insure progress toward attainment of school-wide academic goals (**II.B.4, pp 33-35**). • Administration and/or Academic Coach provides additional professional development and mentoring of teachers as needed to insure application of effective teaching strategies and differentiated instruction to meet the needs of all students.
Late Spring	Smarter Balanced Assessment • Participants: All students • Responsible Party: Administrator schedules; Teachers/proctor administer	• State-Mandated Summative Assessment	• Results used by State to determine school's StiveHI scores. • Results used by Administrator to (1) determine where additional professional development is needed' (2) assess over-all school progress; (3) report school progress to parents and community.
Weeks 32-34	End-of-Year Assessments • Participants: All students • Responsible Party: administered by classroom teacher	• Formative and Summative Assessment of Student Academic Status • End-of-Year Progress Check for Academic and Social-Emotional Growth	• Weekly Professional Learning Team (PLC) meetings continue. • Teachers continue to implement effective teaching practices. • Teachers implement differentiated instruction, as needed, assist students in meeting goals. • Referral of students for additional assessment and/or special services as needed
Weeks 34-36	Student Showcase • Participants: Students, with support of teachers • Audience: students, parents, teachers, community, • Responsible Party: teacher schedules, students implement	• End-of-Year sharing of progress with parents and community; • Assessment of application 21st Century Skills.	• Faculty use results to identify focus of further PBL professional development • Faculty and administration use results to consider revisions/modifications to curriculum and project-based instructional strategies to insure that school and all students meet 21st Century Skills goals.

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.

Project-Based Learning

Project Based Learning (II.A.1, p. 2; II.A.2, p. 4) is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge. (Buck Institute for Education, 2015). Essential Project Design Elements include:

- **Key Knowledge, Understanding, and Success Skills** - The project is focused on student learning goals, including standards-based content and skills such as critical thinking/problem solving, collaboration, and self-management.
- **Challenging Problem or Question** - The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge.
- **Sustained Inquiry** - Students engage in a rigorous, extended process of asking questions, finding resources, and applying information.
- **Authenticity** - The project features real-world context, tasks and tools, quality standards, or impact – or speaks to students' personal concerns, interests, and issues in their lives.
- **Student Voice & Choice** - Students make some decisions about the project, including how they work and what they create.
- **Reflection** - Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, obstacles and how to overcome them.
- **Critique & Revision** - Students give, receive, and use feedback to improve their process and products.
- **Public Product** - Students make their project work public by explaining, displaying and/or presenting it to people beyond the classroom.

PBL motivates students to gain knowledge, and remember it longer. Projects give students the chance to apply the skills they learn in school to personally relevant and real-world situations. Students also learn skills in PBL such as how to think critically, solve problems, work in teams, and make presentations. These skills will help students succeed in the future, both in school and in today's work world.

In a recent (2014) study conducted by SRI International in conjunction with the University of Colorado, Boulder and Michigan State University for the National Science Foundation, students in three states were provided with instruction of curriculum developed form the Next Generation Science Standards. To measure the impact of the PBL curriculum materials, the researchers conducted a randomized controlled trial in sixth grade science classrooms across 42 schools in one large urban school district. One group was provided with traditional classroom instruction, while the other groups The study results indicate a significant positive impact on student learning, as well as a positive impact on teaching practice. Students in *PBL* classrooms scored higher on both post-unit tests than students in comparison (traditional) classrooms. These results show that PBL is more likely to include opportunities for students to engage in science practices, in ways similar to those recommended by the *Framework for K-12 Science Education* (National Research Council, 2012) and embodied in the new national standards. A key feature of the project-based curricular

units is a strong focus on students using science knowledge to engage in the practices of constructing scientific explanations and using scientific models.

Impacts on Teaching
The study also found that PBL teachers were more likely to engage their students in four science practices as their units progressed than were comparison teachers: (1) Constructing explanations, (2) Developing and using models; (3) Planning and carrying out investigations; and (4) Asking questions. All four of these practices are aligned with 21st Century Skill Development and with the Common Core Standards for ELA and Mathematics.

Individualized Learning Plan
The Individualized Learning Plan (ILP) is one of the foundations of Alaka`i O Kaua`i instructional design. Learners make choices about what they want to learn in the academic and social-emotional domains, and share their goals with parents and teachers through the ILP process. Because each goal has an identified action plan, the process supports students in developing the 21st Century Skill of becoming self-directed learners. Through the ILP process, students learn how to set realistic goals based upon their long-term goals as an individual, to establish a plan of action that will lead to achievement of the goals, and to keep track of their progress toward those goals through regular reflection and attention to the action plan.

Preparing for the ILP
During the first 30 days of each year, each student is assessed on a number of academic and social-emotional domains, using formal assessment tools such as the MAP (Measure of Academic Progress), and observational and task completion tools such as the Kindergarten Readiness Survey, Fountas and Pinnell Reading Inventory, and teacher observation. During the same time period, students are provided with "Voice and Choice" activity periods throughout each day to explore different learning strategies, topics, and interactional configurations. During whole-class mini-lessons, students are introduced to specific skills and concepts that will be covered during the year. Parents are introduced to the year-long schedule of projects and to the curriculum scope and sequence at a "Back-to-School" night that takes place during the 4th or 5th week of school. After the parent night, parents are asked to complete a survey about their individual child's strengths and areas of needs. The survey also asks parents also list their social-emotional and academic goals for their child.

The ILP
The ILP itself is a 30-to-45-minute conference that is conducted in a quiet, safe space – usually the classroom when class is not in session. On the appointed day and time, each student meets with his/her parents and teacher to discuss goals for the year. First, the teacher reports the results of the various assessments, and answers any questions that the student or parents may have. Then, parents work with their child to complete a survey about interests and classroom behaviors. This helps to inform the selection of academic and social-emotional goals for the year. The final and most important part of the ILP follows: Each student states his/her academic and social emotional goals for the year. Students are asked to identify one to three academic goals and one or two social-emotional goals, depending upon grade level. For each goal, the student works with parents and the teacher to identify three actions the student can take to ensure that the goal is met by the end of the year. The goal-setting sheet then becomes the roadmap for self-assessment and for student support for the rest of the year. At the end of the ILP Conference, everyone (teacher, student, and parents) is provided with a copy of the ILP Action Plan.

After the ILP
During weekly reflections in their Leadership and Learning Notebooks, students write/draw about their progress toward their goals. The teacher uses the action plan to discuss progress toward goals

with each student on a regular basis. Parents also use the action plan to help guide conversations about school progress at home.

The Student-Led Conference

At the mid-year, students, parents and teacher meet once again to discuss the student's goals, as established in the ILP. This time, the conference is **student-led**, as each student reviews their progress toward each goal, asks for feedback and suggestions and, with the assistance of parents and teacher, revises the action plan as needed. At this time, goals that have been reached can be replaced with new goals if appropriate. Prior to the Student-Led Conference, teachers assist students in preparation for the conference by reviewing with them their Leadership and Learning Notebooks and helping to prepare an agenda/list of main ideas to be discussed.

The Student Showcase

As the culminating event of the year, students celebrate the achievement of their goals through a Student Showcase. Here is where students have an opportunity to really highlight their talents! Each student creates a piece that reflects their personal growth as a learner (academic goals) and leader (social-emotional goals) throughout the year. The creation can be an essay, a video, a visual or dramatic presentation, or any other format the student chooses. There are no limitations, although there is a rubric to guide students in ensuring that their creation answers the driving question, "How have I grown as a learner and leader this year?" Students then present their creations to their learning community (classmates, parents, teachers, and mentors) during the showcase. Parents and teachers assist students in preparing for the showcase by discussing their progress toward their goals, and talking with them about what they want to share with their learning community at the showcase. The student's final entry in their Leadership and Learning Notebook will be a reflection and evaluation of their Showcase presentation. This reflection sets the groundwork for the following year as possible new goals are entertained.

From beginning to end, the ILP process supports Alakai' O Kauai's Mission and Core Beliefs by supporting the development of creatively engaged, self-directed learners who are critical thinkers using 21st Century Skills to achieve their goals.

Social Emotional Learning

Teaching Students 21st Century Leadership and Life Skills

Our school should not merely be focused on improving test scores, but should provide opportunities for students to develop their full potential. **The Leader in Me** Character Development Program supports the development of the 21st Century Leadership and Life Skills of Leadership, Responsibility, Accountability, Problem Solving, Adaptability, Communication, Initiative and Self-Direction, Creativity, Cross-Cultural Skills, and Teamwork, through teaching of the 7 Habits of Happy Kids: Habit 1 – Be Proactive; Habit 2 – Begin With The End In Mind; Habit 3 – Put First Things First; Habit 4 – Think Win-Win; Habit 5 – Seek First to Understand, Then to Be Understood; Habit 6 – Synergize; and Habit 7 – Sharpen The Saw.

The Leader in Me Program emphasizes the development of self-regulatory and personal leadership skills among all students. All students have the capacity to lead in their own lives and affect those around them by making positive choices. *The Leader in Me* provides students with activities to help them learn practical character and life skills that will lead to those positive choices. Lessons and activities incorporate multiple learning intelligences (auditory, tactile, kinesthetic, and visual) and are designed to get students thinking.

Correlation between 7 Habits and HIDOE General Learner Outcomes

The Hawaii Department of Education General Learner Outcomes (GLOs) are the over-arching goals of standards-based learning for all students in all grade levels. The GLO's go beyond

academic achievement to ensure students become engaged, lifelong learners. **A chart showing the correlation between the General Learner Objectives (GLOs) and the 7 Habits can be found in Attachment D, Standards.**

Instructional Methods

Culturally Responsive Effective Teaching Strategies (CREDE)

- Teacher as Facilitator (Joint Productive Activity)
- Instructional Conversation,
- Developing Language across the curriculum,
- Teaching Complex Thinking (Challenging Activities), and
- Contextualization (connecting school to students' lives)

Teacher as Facilitator (Joint Productive Activity) (CREDE, 1996 – 2004)

Learning occurs most effectively when experts and novices work together for a common product or goal, and are therefore motivated to assist one another. "Providing assistance" is the general definition of teaching; thus, joint productive activity (JPA) maximizes teaching and learning. Working together allows conversation, which teaches language, meaning, and values in the context of immediate issues. Teaching and learning through "joint productive activity" is cross-cultural, typically human, and probably "hard-wired." This kind of "mentoring" and "learning in action" is characteristic of parents with very young children; of pre-school, graduate school, adult learning, school-to-work and service learning, on-the-job training -- of all education, except the common K-12 tradition. In schools, there is ordinarily little joint activity from which common experiences emerge, and therefore no common context that allows students to develop common systems of understanding with the teacher and with one another. Joint activity between teacher and students helps create such a common context of experience within the school itself. This is especially important when the teacher and the students are not of the same background. Joint activity and discourse allow the highest level of academic achievement: using formal, "schooled," or "scientific" ideas to solve practical, real world problems. The constant connection of schooled concepts and everyday concepts is basic to the process by which mature schooled thinkers understand the world. These joint activities should be shared by both students and teachers. Only when the teacher also shares the experiences can the kind of discourse take place that builds basic schooled competencies. (CREDE, 2003)

In a classroom where the teacher is acting as a facilitator of learning, the teacher:

- designs instructional activities requiring student collaboration to accomplish a joint product;
- matches the demands of the joint productive activity to the time available for accomplishing them;
- arranges classroom seating to accommodate students' individual and group needs to communicate and work jointly;
- participates with students in joint productive activity.
- organizes students in a variety of groupings, such as by friendship, mixed academic ability, language, project, or interests, to promote interaction.
- plans with students how to work in groups and move from one activity to another, such as from large group introduction to small group activity, for clean-up, dismissal, and the like.
- manages student and teacher access to materials and technology to facilitate joint productive activity.
- monitors and supports student collaboration in positive ways.

Instructional Conversation (CREDE, 1996 – 2004)

Thinking, and the abilities to form, express, and exchange ideas are best taught through dialogue,

through questioning and sharing ideas and knowledge. In the Instructional Conversation (IC), the teacher listens carefully, makes guesses about intended meaning, and adjusts responses to assist students' efforts--just as in graduate seminars, or between mothers and toddlers. Here the teacher relates formal, school knowledge to the student's individual, family, and community knowledge. The IC provides opportunities for the development of the languages of instruction and subject matter. IC is a supportive and collaborative event that builds intersubjectivity and a sense of community. IC achieves individualization of instruction; is best practiced during joint productive activity; is an ideal setting for language development; and allows sensitive contextualization, and precise, stimulating cognitive challenge.

This concept may appear to be a paradox; instruction implies authority and planning, while conversation implies equality and responsiveness. But the instructional conversation is based on assumptions that are fundamentally different from those of traditional lessons. Teachers who use it, like parents in natural teaching, assume that the student has something to say beyond the known answers in the head of the adult. The adult listens carefully, makes guesses about the intended meaning, and adjusts responses to assist the student's efforts - in other words, engages in conversation. Such conversation reveals the knowledge, skills, and values - the culture - of the learner, enabling the teacher to contextualize teaching to fit the learner's experience base.

In traditional schools the instructional conversation is rare. More often, teaching is through the recitation script, in which the teacher repeatedly assigns and assesses. Classrooms and schools are transformed into communities of learners through such dialogic teaching, and when teachers reduce the distance between themselves and their students by constructing lessons from common understanding of each others' experiences and ideas and make teaching a warm, interpersonal and collaborative activity.

Challenging Activities (Teaching Complex Thinking) (CREDE, 1996 – 2004)

Students at risk of educational failure, particularly those of limited standard English proficiency, are often forgiven any academic challenges on the assumption that they are of limited ability, or they are forgiven any genuine assessment of progress because the assessment tools are inadequate. Thus, both standards and feedback are weakened, with the predictable result that achievement is impeded. While such policies may often be the result of benign motives, the effect is to deny many diverse students the basic requirements of progress - high academic standards and meaningful assessment that allows feedback and responsive assistance.

There is a clear consensus among education researchers that students at risk of educational failure require instruction that is cognitively challenging; that is, instruction that requires thinking and analysis, not only rote, repetitive, detail-level drills. This does not mean ignoring phonics rules, or not memorizing the multiplication tables, but it does mean going beyond that level of curriculum into the exploration of the deepest possible reaches of interesting and meaningful materials. There are many ways in which cognitive complexity has been introduced into the teaching of students at risk of educational failure. There is good reason to believe, for instance, that a bilingual curriculum itself provides cognitive challenges that make it superior to a monolingual approach.

Working with a cognitively challenging curriculum requires careful leveling of tasks, so that students are motivated to stretch. It does not mean drill-and-kill exercises, nor does it mean overwhelming challenges that discourage effort. Getting the correct balance and providing appropriate assistance is, for the teacher, a truly cognitively challenging task.

Contextualization (CREDE, 1996 – 2004)

The high literacy goals of schools are best achieved in everyday, culturally meaningful contexts.

This contextualization utilizes students' funds of knowledge and skills as a foundation for new knowledge. This approach fosters pride and confidence as well as greater school achievement.

Increase in contextualized instruction is a consistent recommendation of education researchers. Schools typically teach rules, abstractions, and verbal descriptions, and they teach by means of rules, abstractions, and verbal descriptions. Schools need to assist at-risk students by providing experiences that show abstract concepts are drawn from and applied to the everyday world.

"Understanding" means connecting new learning to previous knowledge. Assisting students to make these connections strengthens newly acquired knowledge and increases student engagement with learning activities. Schema theorists, cognitive scientists, behaviorists, and psychological anthropologists agree that school learning is made meaningful by connecting it to students' personal, family, and community experiences. Effective education teaches how school abstractions are drawn from and applied to the everyday world. Collaboration with parents and communities can reveal appropriate patterns of participation, conversation, knowledge, and interests that will make literacy, numeracy, and science meaningful to all students.

Developing Language Across the Curriculum (CREDE, 1996 – 2004)

Developing competence in the language(s) of instruction should be a metagoal of all educational activity throughout the school day. Whether instruction is bilingual or monolingual, literacy is the most fundamental competency necessary for school success. School knowledge, and thinking itself, are inseparable from language. Everyday social language, formal academic language, and subject matter lexicons are all critical for school success.

Language development at all levels - informal, problem-solving, and academic - should be fostered through use and through purposeful, deliberate conversation between teacher and students, not through drills and decontextualized rules.

The ways of using language that prevail in school discourse, such as ways of asking and answering questions, challenging claims, and using representations, are frequently unfamiliar to English language learners and other students at risk of educational failure. However, their own culturally based ways of talking can be effectively linked to the language used for academic disciplines by building learning contexts that evoke and build upon children's language strengths.

Professional Development will be provided to insure that teachers are able to implement the CREDE Standards for Effective Teaching in their daily practices. Teachers will learn to use the CREDE Rubric to assess their own instruction and that of their peers. Like rubrics used to assess student learning, the rubrics are progressive and developmental in nature, so that teachers are able to evaluate their current practices and set SMART **(**specific, measurable, attainable, realistic and timely) goals for improvement.

Peer Mentoring

A **Peer Mentor** is another student who can serve as a resource, a helping hand, a sounding board, and a referral service. The job of **peer mentors** is to provide support, encouragement, and information to students in the same classroom or school. Peer mentoring in education was promoted during the 1960's by educator and theorist Paulo Freire:

> "The fundamental task of the mentor is a liberatory task. It is not to encourage the mentor's goals and aspirations and dreams to be reproduced in the mentees, the students, but to give rise to the possibility that the students become the owners of their own history. This is how I understand the need that teachers have to transcend their merely instructive task and to assume the ethical posture of a mentor who truly

believes in the total autonomy, freedom, and development of those he or she mentors." (Freire, 1997)

Peer mentoring is an integral design component of the Alaka`i O Kaua`i curriculum and learning environment. In multi-age activity settings, younger learners will be mentored by older learners. In same-age settings, students who have already mastered a skill or concept will mentor others to support their mastery. Tharp and Gallimore (1988) noted the tendency of Hawaii children to fare better academically when they were allowed to work in settings where peer dialogue was not limited. Thus, peer mentoring will provide a culturally relevant interaction structure while at the same time enhancing the project-based learning environment at Alaka`i O Kaua`i.

Mixed age /multi-age groupings

The concept of intergenerational or cross-age learning is a basic aspect of local culture. In our multi-generational community, grandparents often undertake the task of teaching their mo`opuna the traditional ways of life. In almost every school in the state, teachers and administrators will see older siblings taking care of their younger siblings, making sure that they have what they need and know where to go. Children develop, both social-emotionally and intellectually, at varying rates. Multi-age learning environments allow children to work within their "zone of proximal development" (Vygotsky, 1978). Multi-age settings are made up of a mix of abilities and ages. Students are not grouped based solely on academic performance. Multi-age classrooms reflect the natural groupings found in our neighborhoods, communities and in the world, and provide opportunities for the exchange of ideas, modeling of behaviors, practice of responsibility and nurturance, and development of leadership and social skills. The foundational multi-age principles and practices are consistent with the key design features of the Alaka`i O Kaua`i academic plan and educational environment:

- Teacher is the facilitator of learning (rather than the keeper of knowledge)
- Developmentally appropriate, child centered, continuous learning
- Integrated Curriculum
- Attention to the education of the whole child

Subject-Specific Instructional Strategies

English Language Arts

The DAILY 5

Learning to read for a variety of purposes is essential to success in school and to learning in general. As an elementary student, your child may be asked to read for pleasure or he may be asked to read to learn new information. In both cases, solid reading skills are necessary for success.

At Alaka`i O Kaua`i, reading instruction will be accomplished through student participation in Daily 5, which is a reader's workshop format that fosters literacy independence in the elementary grades. Daily 5 is not a curriculum or basal program. It is a research based instructional model for reading that marries explicit instruction in reading strategies with opportunities for students to practice each reading strategy not only independently, but with peers, in small groups, and with a teacher. Daily Five engages every student in meaningful literacy tasks that are proven to have the biggest impact on student reading and writing achievement. These tasks also foster children who love to read and write!

Students receive explicit whole group reading instruction through a daily teacher read aloud of poetry, fiction or non-fiction text. During this time, the teacher models best practices in reading to the students. Strategies and practices are chosen from the Literacy CAFE Menu. CAFE is an acronym that stands for Comprehension, Accuracy, Fluency, and Expanding Vocabulary.

Students are then given independent practice time to read and write while the teacher provide focused, intense instruction to individuals and small groups of students. The students are engaged in 5 different activities which build their stamina as readers and writers. These activities are comprised of **Read to Self**, **Read with a Buddy**, **Listen to Reading**, **Work on Words**, and **Work on Writing**. During the Read to Self block, students are building stamina as readers, choosing and reading books at their "just right" reading level. While participating in Read to Someone, they are practicing and sharing reading strategies, working on fluency and expression and checking for understanding. In Listen to Reading, students hear examples of good literature and fluent reading. They expand their listening and reading vocabularies, thus becoming better readers and writers. While they Work on Writing, students continue the work they have been doing during writer's workshop, producing a piece of writing based on a strategy or genre being taught during mini-lessons. Lastly, Work on Words allows students to practice spelling patterns, memorize high-frequency words, and add to their knowledge and curiosity of unique and interesting vocabulary.

During reading conferences with individuals and groups, teachers gain valuable information about each child's strengths and greatest needs as a reader, which helps the teacher to better guide their instruction. Conferring with students is a powerful tool for finding out what students are thinking as well as finding out what reading strategies they are employing.

Daily Five is much more than a reading curriculum or management system, it is a structure that will enable students to develop the daily habits of reading, writing, and working with peers that will lead not only to a lifetime of independent literacy, but more importantly, a love of reading and writing!

Mathematics

Instructional Design

Teaching Mathematics to Inspire

As stated in the State Common Core Toolkit, "We teach to help our students cultivate their talents, their character and their aspirations." (retrieved from http://standardstoolkit.k12.hi.us/common-core/mathematics/ on 01/03/2016). The Alaka`i O Kaua`i Mathematics curriculum uses hands-on activities and multiple modality exploration to support learners in developing essential habits of mind, a curiosity, and the confidence which will prepare them to be successful as they progress to learn about more sophisticated mathematical ideas.

- We want our students to not just learn how to come up with answers through the manipulation of numbers and symbols; more importantly, we want our students to believe that mathematics makes sense.
- We want to nurture in our students the belief that mathematics is a valuable tool that can be used to make sense of the world and to make informed decisions in their lives.
- We want to motivate our students and help them to realize that they can be successful in mathematics and to choose to pursue further studies of mathematics.

Instructional Delivery

The **Everyday Mathematics** (EDM) program will be adopted for Grades K-6. The Goal of Everyday Mathematics is for teaching to help children build a strong mathematical foundation in their elementary years. Everyday Mathematics is based upon a set of beliefs and principles based on research about what worked best in other countries and in communities across the United States. These are:

- Move from nearly exclusive emphasis on "naked number" calculation to developing conceptual understanding and problem-solving skills in arithmetic, data, probability, geometry, algebra, and functions.
- Link mathematics to everyday situations.
- Link past experiences to new concepts and provide for ongoing, spaced review.
- Make considerable use of partner and small-group activities.
- Include hands-on activities and explorations throughout the K–6 program.
- Build "fact power" through daily oral practice, conceptual activities, and games.
- Encourage use and sharing of multiple strategies.
- Provide a wide variety of assessment opportunities.
- Encourage home-school partnerships.

Based on these principles, the curriculum features several specific pedagogical characteristics. These include Real-life Problem Solving, Balanced Instruction, Multiple Opportunities for Basic Skills Practice, Emphasis on Communication, Enhanced Home-School Partnerships, Appropriate use of Technology, Games, and the Use of Calculators. The EDM Program is organized around Grade-Level Goals, Program Goals, and Content Strands that articulate well with the State Common Core Standards.

Curriculum Features

Real-life Problem Solving emphasizes the application of mathematics to real-world situations. Numbers, skills, and mathematics concepts are not presented in isolation, but are linked to situations and contexts that are relevant to everyday life.

Balanced Instruction

Each lesson includes time for whole-class instruction as well as small-group, partner, or individual activities. These activities balance teacher-directed instruction with opportunities for open-ended problem solving, hands-on explorations, long-term projects, and ongoing practice.

Multiple Opportunities for Basic Skills Practice

ED lessons provide numerous opportunities for basic skills practice and review. These include written and choral fact drills, mental math routines, practice with Fact Triangles (flash cards of fact families), daily sets of review problems called Math Boxes, homework assignments called Home Links or Study Links, timed tests, and a wide variety of math games.

Emphasis on Communication

Students are encouraged to explain and discuss their mathematical thinking. Opportunities to verbalize their thoughts and strategies give children the chance to clarify their thinking and gain insights from others.

Enhanced Home/School Partnerships

Daily Home Links (Grades K-3) and Study Links (Grades 4-6) provide opportunities for family members to participate in students' mathematical learning. Study Links are provided for most lessons in grades 4-6, and all grades include periodic letters to help keep parents informed about their children's experience with *Everyday Mathematics*.

Appropriate Use of Technology

Everyday Mathematics teaches students how to use technology appropriately. The curriculum includes many activities in which learning is extended and enhanced through the use of calculators. At the same time, all activities intended to reinforce basic paper and pencil and mental computation skills are clearly marked with a "no calculator" icon.

The Role of Games in Everyday Mathematics

At *Everyday Mathematics*, games are not considered competitors for class time, nor are they viewed as mere time-fillers and rewards. In fact, we believe that games satisfy many standard drill

objectives that can help children master and reinforce skills and concepts.

The Role of Calculators in Everyday Mathematics

Everyday Mathematics emphasizes using the calculator as a tool for learning mathematics, and offers appropriate applications for calculators at each grade level.

Spiraling Curriculum.

The Everyday Mathematics Program uses a ***spiraled curriculum***. Spiraling refers to distributed practice as opposed to massed practice. Findings about the learning boost from spiraling are among the most robust in the learning sciences, applying across a wide range of content and for all ages from infants to adults. In fact, "Space learning over time" is the first recommendation in the U.S. Department of Education's Institute of Educational Sciences (Pashler et al., 2007) practice guide. And in a recent review of the literature, Lisa Son and Dominic Simon write, "Both in the laboratory and the classroom, both in adults and in children, and in the cognitive and motor learning domains, spacing leads to better performance than massing" (2012).

Social Studies and Health

Consistent with Alaka`i O Kaua`i's Vision, Academic Philosophy, and Mission **(II.A.2, p 4**) instruction of Social Studies and Health will be fully embedded in the project-based curriculum through student-led inquiry into issues relevant to the students that help solve problems in the surrounding community. Teachers will insure that the appropriate standards are being addressed through the project plans, which list the standards to be addressed by a given project.

Science (Includes Career and Technical Education)

Program Philosophy

"Children are born investigators, studying, thinking, and building internal models of the world around them. Science is an extension of this natural curiosity to systematic investigation of the material world and the development of a body of knowledge and practices. Science education is not just a process of acquiring a body of static knowledge. It also includes developing the ability to use tools, ranging from microscopes and rulers to computers and test tubes, and the ability to build and explain models, make predictions, and conduct scientific inquiry. Just as reading, writing, and mathematics involve the performance of complex practices, so does science.)

Instructional Design

Alaka`i O Kaua`i's Kindergarten through sixth grade science curriculum is consistent with the National Science Education's "Next Generation Science" Standards. It reflects the intellectual rigor of scientific inquiry as well as the attitudes and social values conducive to preparing a scientific literate populace to meet the 21st Century. Effective student-centered science embodies an approach to learning that engages students physically and mentally in an inquiry-based laboratory program.

Development of 21st STEM Century Skills

Students will develop their skills in the practices of science and engineering. Each year, students will apply these skills behaviors and habits of mind through hands-on investigations at school and home, as well as through outdoor field experiences, in order to develop a better understanding of the science and engineering concepts being taught.

These practices include:

- Ask questions (for science) and define problems (for engineering).
- Develop and use models.
- Plan and carry out investigations.
- Analyze and interpret data.

- Use mathematical thinking.
- Construct explanations (for science) and design solutions (for engineering).
- Engage in argument (discussion of opinion) based on evidence.
- Obtain, evaluate, and communicate information.

By capturing students' perceptions of the world around them, our program provides opportunities to expand, change, enhance, and modify the ways in which they view the world. Teachers will promote and value students' thinking, honesty, curiosity, and questioning. Students will be empowered with personal skills that they use to express and share points-of-view, solve problems, and make decisions based on evidence. On-going investigations will engage students in manipulating materials and making observations, seeking answers to their questions, and explaining ideas based on evidence. Throughout an activity, students will reflect regularly on what they have done, the problems they have met, and how they have come up with solutions.

The Science Curriculum is separated into National Standards: Skills and Processes of Science, Earth Science, Space Science, Life Science, Physical Science, and Environmental Science. Science, technology, engineering, and mathematics (STEM) come together to give real-world meaning to the scientific ideas that students will experience in the classroom. The Next Generation Science Standards (NGSS), used to develop our curriculum, encourage an inquiry-based approach for learning, and lead to more authentic application. The Next Generation Science Standards also streamline the curriculum by fully incorporating the standards for learning previously listed under "Career and Technical Education."

The Next Generation Science Standards support Alaka`i O Kaua`i's mission to provide challenging academic content. These standards are also consistent with our core belief that ***children learn best when engaged in instruction that develops the 21st Century skills of creativity, critical thinking, collaboration, communication and caring.***

7. Graduation Requirements.

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 – proposed school is a K-6 school.

8. Virtual and Blended Learning.

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.

See Below under #2.

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.

IEP or Section 504	ELL students	Students performing below grade level	Identified Gifted and Talented	Homeless students	Students at risk for academic failure	Home-schooled children
8.7%	7.6%	48%	6-10%	unknown	0-5%	15%

These percentages are estimates based on data taken from the DOE School Report 2015-2016. Data from http://www.hawaiipublicschools.org/Reports/Trend.pdf were averaged for the six elementary schools in our area to arrive at projected figure for IEP and ELL students. Results from the Smarter Balanced assessments for the most recent year (2015) were used to calculate the

percentage of students performing below grade level. For Gifted students, the estimate was derived through data available from the National Association for Gifted Children (NAGC). Although academic failure is possible in the elementary grades, we anticipate very few or no students falling into this category due to our individualized, project-based instructional design model, which will allow us to provide instruction at each child's academic level. No figures are available for homeless students on Kauai, where homelessness is uncommon and the homeless population is almost entirely adults. Based upon the attendance at the two public meetings held in 2015, and online submissions of the intent to enroll forms, we anticipate that about 15% of our students will be previously home-schooled children.

The Alaka`i O Kaua`i school model has been developed specifically to meet the academic and social-emotional needs of all learners, regardless of prior preparation or specific needs. The school recognizes its legal and ethical requirements to best meet the needs of all learners, specifically for students identified as having special needs, who are English Language Learners, who are gifted, or who are at risk of academic failure or dropping out. Our educational program is highly personalized, adaptive and is designed to meet a wide-range of student abilities. The curriculum, daily schedule, staffing plans, and instructional strategies are all designed to support individual student needs making the school an optimum learning space for all students.

Alaka`i O Kaua`i will always aim to provide all special needs students with what they need in the least restrictive environment possible, following an "inclusion" model for providing services in class, thus providing special needs students with what they need in the least restrictive environment possible. For example, Alaka`i O Kaua`i will encourage co-teaching, collaboration between Special Education teacher and core teachers, small group work, etc., all based on students' individual needs. We will offer a range of differentiated structures in the regular academic program to meet the unique needs of all students. All interventions and supports will be provided to and accessible by students throughout the course of their regular school day, as they need it, rather than in exclusive "support classes" for special needs students. Extra support can be accessed by students during the "extended day" time before or after regular school hours. Supports needed by struggling students will, for the most part, be provided to them in their regular classes. For example, a resource specialist (special education teacher) may "push in" to classes with high-needs to offer extra support to those students and teachers. In addition to the Special Education Services provided through the Department of Education, Alaka`i O Kaua`i will have a half-time Student Support Coordinator whose role will be to insure that students with special needs are receiving the best support possible, as is consistent with our Core Beliefs and with state and federal statutes. Other structures in place within our Instructional Design are:

Individualized Learning Plans (ILP)

Every student at Alaka`i O Kaua`i will have an Individualized Learning Plan, developed collaboratively by the student, teacher, and parents. This will allow for instruction to target the needs of students at both ends of the learning spectrum – High Achieving Students (gifted) and low-achieving students will both benefit from instruction differentiated to meet their needs.

Scaffolding

Instructional **scaffolding** is a **learning** process designed to promote a deeper level of **learning**. **Scaffolding** is the support given during the **learning** process which is tailored to the needs of the student with the intention of helping the student achieve his/her **learning** goals (Sawyer, 2006). Scaffolding is breaking up the learning into chunks and then providing a tool, or structure, with each chunk. When scaffolding reading, for example, you might preview the text and discuss key vocabulary, or chunk the text and read and discuss as you go.

Low teacher to student Ratio
Our teacher-to-student ratio will be 20:1 eventually. Additionally, there will be a full-time educational aide for each two classes beginning with our first year of operation, gradually increasing to one per classroom within 4 years. This low student to teacher ratio will allow each child to receive in-depth individualized attention, which will particularly benefit all of the special populations listed above.

The school's assessment plan, as outlined in II.B.4, pp 40-41, provides for multiple opportunities throughout the year to gather both formative and summative data on student progress. The assessment protocol, combined with the ILP process, will insure that students with special needs are identified early in the year, and that instruction is differentiated to meet their needs.

Students will be identified using multiple assessments such as MAPs, literacy assessments, math assessments, portfolios, and state tests scores. Teachers will modify students' individualized learning plans (ILPs) and differentiate instruction to engage and challenge each student at his or her own level. Staff development training in Project Based Learning and the use of GATE instructional strategies will prepare teachers to meet the needs of all students. Rubrics are created that encourage students to create beautiful work at a high caliber of performance. Since Alaka`i O Kaua`i will be a multi-aged environment, students may participate in projects or particular subject areas with an older grade level that may be working on more sophisticated concepts. These arrangements are decided in collaboration with the family and the student. Kaua`i is also fortunate to have a large population of professional people in government, businesses, careers, tourist industries, and companies that encourage programs connected with the schools. Our mission will be to identify each child's academic, social, and emotional potential and assist them in fulfilling their capabilities.

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.

Alaka`i O Kaua`i's curriculum and academic plan, by its very nature, is student-centered and individualized. Project-Based Learning allows students to build on their strengths and overcome their challenges by collaborating with others. Multi-aged instruction allows students to work at their "just right" level by eliminating grade level constraints. Technology allows for differentiation and access to the curriculum to be offered at the level that students are performing. Teachers utilize student ILPs to monitor progress so that they can support underperforming students in meeting and exceeding standards over time. Students who are performing below grade level will also be provided with additional support through individualized tutoring with educational assistants, and personalized instructional time with the teacher, which is facilitated through our small class size and low student-instructor ratio. Refer to section **II.B. 6** for detailed descriptions of the instructional strategies that will provide for accommodation of student needs at all levels of ability.

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.

As with the provision for students who are performing below grade level, Alaka`i O Kaua`i's rigorous ongoing assessment protocols (**II.B.4**) will enable us to identify students who would benefit from accelerated learning opportunities. These opportunities will be provided through our individualized, project-based learning environment that allows students to work at their own academic level, within their zone of proximal development. (Refer to section **II.B.6**, instructional Strategies for a detailed description of the specific curricular enhancements that will benefit accelerated students.

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.

As stated in the Academic Plan (**II.A.1**), Alaka`i O Kaua`i Charter School's philosophy will be to teach to the "whole child," which includes academic, social and emotional development, in a culturally appropriate environment where every child feels safe, loved, and "at home."

We believe that all children can be successful learners. We believe in the development of the whole child (academic, social, emotional). We believe children learn best when engaged in instruction that develops the 21st Century skills of creativity, critical thinking, collaboration, communication and caring. We believe that language and cultural diversity can be assets for teaching and learning. We believe that learning is more relevant to children when it engages them in projects that help solve problems important to them and their community. **(II.A.2, p. 4)**

Alaka`i O Kaua`i's highly adaptive and differentiated program is perfect for meeting the needs of all learners. Learning is personalized and curriculum is adapted to fit the needs of the learner, rather than forcing the learner to adapt to the curriculum. Student strengths are built upon and student challenges are supported and addressed. Alaka`i O Kaua`i will be an inclusion program, allowing learners of all ability levels to feel safe and to thrive.

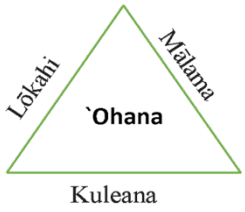
Another structure embedded in our school practices will be "Tuesdays with Ted." So often teachers, administrators, and other school staff are off and running from the moment the day starts to the moment it ends. They are so busy that they don't have a chance to stop, think, and talk with each other. Yet, interaction and dialogue is critical to the formation of rapport and a sense of community. It is necessary to promote group problem-solving, and to generate new ideas. Every Tuesday morning, all staff will meet before school starts to share ideas about learning, about school, about things they are interested in. This will be a time to generate new ideas, to promote growth-minded thinking. The practice of continual reflection and self-evaluation is something else that will be embedded in our school culture.

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, monitor, and address the social, emotional, behavioral, and physical health needs of all students on an ongoing basis.

We believe that education of the child is a community endeavor, and we welcome families and community members to actively participate in our learning community. As a community, we express these values through the embodiment of the `Ohana Management System (OHA, 1984). At the center of our community is 'Ohana: those who are family, and those we choose to call our family. As a value, 'Ohana is a human circle of complete Aloha. Alaka`i O Kaua`i views

every member of the school community (students, staff, family members, and the community we live and work in) as a part of the school `ohana. Our `ohana is supported in its work through:

- Lōkahi: The value of teamwork: Collaboration and cooperation.
  Harmony and unity. People who work together can achieve more.
- Mālama : The value of stewardship. To take care of.
  To serve and to honor, to protect and care for.
- Kuleana: One's personal sense of responsibility.
  "I accept my responsibilities, and I will be held accountable." (Say, 2004)



Ohana Management System

Our commitment to a caring and supportive environment will be evidenced the moment one steps onto our campus, where every child will be greeted each day, and likewise, every child will not leave without a bid of farewell. Visitors to our campus will also be greeted and welcomed. Parents will be welcomed and encouraged to participate as volunteers in the classrooms. Common areas will have such features as "villages where students and staff can "hang out" and talk story. Play areas will have "buddy benches" so that children who feel lonely can go there to find a friend or someone to talk to. As they become immersed in the Alaka`i culture, other students will begin to show their leadership and caring by recognizing when other students need support and acting to provide that support as peers. We take the notion of `ohana seriously, and that philosophy will be embedded in everything we do, in every area of our school.

In order to identify, assess, and monitor the social, emotional, behavioral, and physical health needs of all students on an ongoing basis, facilitators will adopt classroom practices that will be a forum for children to articulate their concerns. In the lower grades, this may take place in the context of class meetings, during which learners will be encouraged to share their concerns with their class community and problem solve solutions. In the older grades, students will engage in a weekly advisory period in which they will be able to work personally with their teacher, or in focus groups, to discuss their concerns. Such practices as secret stories may be used in which students can confidentially write about their challenges and the teacher will read through the stories and share them with the class (if given permission to do so) to problem solve as a community. All students in our school will be encouraged to use conflict resolution and to be respectful and welcome the diverse perspectives of each individual.

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.

The Project-Based Learning Environment will provide for multiple opportunities for students to work with professionals in different work and school environments on our island. We have established relationships with the University of Hawaii and Kauai Community College programs,

and with numerous businesses who plan to volunteer to assist on projects with our students. We also plan to develop a mentoring program for students in grade 3-6 who show particular interest and/or aptitude in specific subject/professional areas, particularly in the sciences and engineering fields. Finally, the PBL practice of engaging in projects that help solve problems in the community will bring students into direct contact with the educational and business opportunities in their own community. One possible outcome of that practice will be the establishment of an entrepreneurial program at the school in later years.

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.

Philosophy: Our philosophy of discipline emphasizes a positive approach, in which the student is gradually led towards self discipline. Students are expected to behave in a respectful way towards their teachers, adults, their classmates, and towards the property of others. Students will be approached in a respectful manner and asked to comply with the standards of behavior. It is our goal that all students possess a clear understanding of how their actions affect others. When a child acts in thoughtless or harmful ways, the entire community suffers.

Through the integration of Social-Emotional Learning (**II.A.2, p. 4; II.B.6, p. 46**) across the curriculum and in the daily school operating framework, Alakai O Kaua'i hopes to create a school culture that encourages students to take charge of their lives and manage their own learning. We want our students to grow through their mistakes. Rather than always trying to "fix" everything for children, we want to provide a safe and loving environment in which children learn to take responsibility for their actions and live with the consequences of their choices. When the student learns to ask themselves, "How is my behavior going to affect me (and others)?" they have learned self-control. This will prepare them to live in the real world with its many choices and consequences.

Everyone in the learning community will know and understand the School-wide Behavior Expectations, which will be built around the following core principles:

- I will do nothing to harm myself or others
- I am responsible for my behavior
- We are each other's keepers
- I take pride in myself and in my work

- I will leave it better than I found it

These expectations will be explicitly taught, posted and referenced throughout the school year. They will be included in our family handbook and explained to parents at orientation. At the beginning and throughout the school year, these principles will be discussed with students for ongoing understanding and promotion of expected behaviors.

Classroom Management:
Each teacher is fully responsible for the discipline in the classroom. The teacher will collaborate with students to develop classroom norms and a supportive community. The classroom norms will be discussed explicitly with students as teachers are creating a community in their classroom. Teachers are responsible for making their classroom norms known to all staff, their students, volunteers and parents of their students. This is intended to promote partnership and to ensure uniformity in understanding, interpretation, and implementation.

SST (Student Success Team)
The Student Success Team is a group of adults in the school community who are invested in ensuring that struggling students are provided with the most supportive opportunities to experience "whole child" success. It is a structure for dealing with Social-emotional and behavioral problems that may be preventing a child from putting her/his "best foot forward" in the school environment. When an issue is identified, the teacher/facilitator completes a form that highlights the student's strengths, needs, and challenges. The teacher includes their observations, as well as data (a description of what strategies have been tried to solve the problem and what the results were) to support any suggestions they may have for action. A team that includes the teacher, parents, administrator (if necessary, as in severe discipline cases), and support staff (counselor, Special Education or other resource personnel, etc.) then meets to discuss the problem and identify possible solutions. If needed, referrals are made from there, however, the main thing is to come out of the meeting with an action plan that everyone is aware of and will try to follow. Often the plan includes parents doing some observation so they understand the issues their child is facing. It is meant to be supportive and strength-based, not negative or disciplinary in nature. In some cases, the SST Process may be used to address academic problems if they are related to behavioral problems. Except in the case of Class A infractions as defined by HRS Chapter 19, the SST process will be followed prior to suspension or expulsion.

The following policies and definitions will guide the removal of students from the classroom or school campus.

Short Term Suspension: The school may suspend any student for up to ten school days for serious cause. The school staff involved shall make reasonable efforts to verify facts and statements prior to recommending suspension. The School Director will present the student and parents/guardians with the reasons and evidence for suspension and provide conflict resolution techniques and problem-solving skills to help facilitate successful interactions with others. Students will be empowered to establish clear behavioral expectations and appropriate consequences within the community.

Long Term Suspension: The school may suspend a student for over ten days for serious cause after the student has been found guilty at a formal hearing. The School Director or a delegate will preside over the hearing and all members of the staff who were involved in witnessing the alleged discipline violation are required to participate. The student shall have the right to be represented by counsel, question witnesses, and present evidence. A decision by the School Director will stand as the final decision regarding the student's long-term suspension status, though the student's family has the right to appeal to the Board of Trustees.

Expulsion: If the Director decides that an infraction warrants expulsion, a hearing will be held. Based on that hearing, the Director will make a recommendation to the Board of Trustees, which will make the final decision. That decision may be appealed to the Board.

Crisis Removal: Alakai O Kaua'i will follow the Crisis Removal Procedures as outlined in the Hawai`i Administrative Rules-Chapter 19 policies.

Students with Disabilities: The disciplinary policy for students with disabilities is in accordance with the Individuals with Disabilities Education Act (IDEA) and school staff will work closely with the Student Support Team (Special Education) to ensure that all students are treated justly. Any time the behavior of a student with a disability requires a disciplinary action, an assessment will be made to ensure the discipline does not constitute a disciplinary change in placement, and that the student is not suspended or removed for behaviors related to the student's disability. If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability. That said, a student whose Individualized Education Program (IEP) includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP does not appear to be effective or if there is a concern for the health and safety of the student or others, the matter will be immediately referred to the Student Support Team for consideration of a modification of the plan. Parents may request a hearing to challenge the manifestation determination and the child will remain in his or her current educational placement pending the determination of the hearing. While students with disabilities are suspended, the school will provide alternative instruction, so that the student is given full opportunity to complete assignments and master the curriculum.

Parent Notification of Discipline Policies and Procedures

Alaka`i O Kaua`i will annually publish a Family Guidebook that describes in detail the steps that will be taken to discipline students as well as students' and parents' rights in this process. The Family Guidebook will be reviewed on an annual basis by a committee to make any necessary modifications. School staff will always explain to students the reasons for disciplinary actions and ask for their side of the story. School officials will consider this explanation prior to taking any disciplinary action. For some minor infractions, parents may be merely notified and/or a conference requested to assist in resolving the situation, e.g., disruptive behavior. For more serious issues that involve removal of the student from participation in the school, e.g., fighting or serious property damage, parents will always be notified and have opportunities to discuss and appeal the disciplinary action. In cases where the student has committed a crime or violation of local, state or federal law, law enforcement officials will be notified. All teachers will also be aware of the rights of students and parents through the federal law Family Educational Rights and Privacy Act (FERPA).

Chapter 19 (Hawai`i Administrative Rules Title 8, Department of Education)

Because we value the principles articulated in Chapter 19, the school has created policies and procedures that are in alignment. When a student's behavior violates established rules of the department, state or local criminal laws, or the student willfully disobeys legitimate directives of school personnel, the school may take appropriate disciplinary action in accordance with Chapter 19. The behaviors listed below are violations of school culture and grounds for consequences, including suspension and expulsion. A student will have appropriate consequences, as outlined in Chapter 19, for any of the enumerated acts listed below if the act is related to school activities or school attendance occurring at Alaka`i O Kaua`i or at any other school-sponsored (related) activity: (a) while on school grounds; (b) while going to or coming from school; (c) during the lunch period, whether on or off the school campus; (d) during, going to, or coming from a school-sponsored activity.

Class A Offenses:	**Class B Offenses:**
A) Assault; B) Burglary; C) Dangerous instrument, or substance; possession or use of; D) Dangerous weapons; possession, or use of; E) Drug paraphernalia; possession, use, or sale of; F) Extortion; G) Fighting; H) Firearms; possession or use of; I) Homicide; J) Illicit drugs; possession, use, or sale of; K) Intoxicating substances; possession, use, or sale of; L) Property damage or vandalism; M) Robbery; N) Sexual offenses; or **O)** Terroristic threatening.	A) Bullying; B) Cyberbullying; C) Disorderly conduct; D) False alarm; E) Forgery; F) Gambling; G) Harassment; H) Hazing; I) Inappropriate or questionable uses, or both of internet materials or equipment, or both; J) Theft; or K) Trespassing.
Class C Offenses:	**Class D Offenses:**
A) Abusive language; B) Class cutting; C) Insubordination; D) Laser pen/laser pointer; possession or use of; E) Leaving campus without consent; F) Smoking or use of tobacco substances; or **G)** Truancy.	A) Contraband; possession or use of; B) Minor problem behaviors; or C) Other school rules.

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.

Alaka`i O Kaua`i is founded on a culture of community, facilitated by creation of a sense of place. The creation of this culture will begin with the two-week Professional Development Camp prior to the start of the year, and will continue through weekly "Synergy" experiences such as Tuesdays with Ted. These gatherings serve the dual purposes of (1) creating a sense of community among staff, and (2) communicating clear expectations for performance, interaction, and participation in our community. The regular interactions and the strong support network established by our organizational structure, which includes a School Leadership Team (**II.E.3.b**) will contribute to the strong sense of place and contribute to staff retention, thus reducing turnover.

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.

The Coro Foundation Report (Coro Foundation, 1991) notes that one of the most critical components to success for economically disadvantaged children is the fostering of a sense of security through (1) routines, and (2) a sense of place. As described above, Alaka`i O Kaua`i

strives to provide that sense of place through institutionalized interactional practices such as daily greeting of each and every student and staff member, small teacher-student ratios and established educational teams for each grade level, and multiple opportunities for individualized instruction and support via our PBL environment. This, combined with our rigorous assessment protocols and our Student Success provisions, will insure that the needs of our high population of disadvantaged students will be met. Although budget constraints prevent some specialized programs of support such as meal service, transportation, and extended care during our start-up period, we hope to add these features to our school program in the future.

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.

In Section **II.B.5**, we discuss how assessments will be administered and utilized to to inform programmatic and instructional planning decisions and make adjustments to curricula; and outline how our data assessment strategy is linked to professional development in order to meet school goals.

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.

Refer to section **II.F.1, p. 38**, for a detailed description of the PD plan.

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.

Professional Development is a critical part of Alaka`i O Kaua`i's start-up process, and to that end, a substantial amount of time has been allocated in our school schedule for PD, as follows:

Time Period	Description of PD Time	Time Alloted
Prior to the start of the school year	Two-week Professional Development Camp 10 x 7.0 hrs (4 contracted days; 6 stipended days)	70.00 hrs
Early Release Fridays	Early Release Days for scheduled Professional Development	57.75 hrs

	(33 days X 105 min)	
One day per Quarter Teacher PD/Collaboration	Teacher Collaboration/Profesisonal Development Days (4 days x 7.0 hrs)	28.00 hrs
TOTAL Scheduled Professional Developmend Time – Calendar Year		**155.75 hrs**

Refer to section **II.F.1, p. 38**, for a detailed description of the PD plan.

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.

Coordinating Professional Development will be the task of the Curriculum Coordinator/Data Coach, under the direction of the School Director. The person hired will be a highly qualified teacher with many years of experience and extensive additional training outside of the initial credential. He/she and the School Director will work in concert to identify specific Professional Development needs, and develop a schedule for best utilizing the available PD time within the school schedule (two-week orientation, collaboration days, early release Fridays) to address those needs.

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.

As noted in the Staffing Chart (Attachment G), we propose a fairly low student-teacher ratio for our school. This will be accomplished through (1) smaller class sizes; (2) placement of educational assistants/teaching aides in each classroom, and (3) specialized support such as the full-time curriculum coordinator/data coach and the half-time Student Success Coordinator. We anticipate that over 50% of our students will come from disadvantaged families, as indicated by the free/reduced lunch count, and we believe that the additional instructional support is critical for the success of these students. Additional instructional support is also critical to the success of the PBL environment, where much of the instruction is individualized. The School Director will be supported in coordination of the faculty and staff by the Business Manager, who will directly supervise all non-educational staff, and the Curriculum Coordinator/Data Coach, who will provide mentoring and professional development for faculty, as well as direction and coordination of assessments, data collection and analysis. The Student Success Coordinator will take the lead in coordinating the assessments and learning plans for students with special needs. One teacher in each grade level (K-2, 3-6) will serve as Grade Level chair, and will serve on the School Leadership Team along with the School Director, the Curriculum Coordinator/Data Coach, the Business Manager, and the Student Success Coordinator. These relationships are outlined in the Organizational Charts in **Attachment T.**

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 and any special considerations relevant to the proposed school's design. The description must also explain strategies, including compensation packages, that are likely to attract and retain high-performing teachers.

See below "c".

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.

Alaka`i O Kaua`i seeks to hire the best available teachers, administrators, teaching assistants, and operational support staff. Vacant positions will be filled competitively unless a specific individual has a legal or contractual right to the position.

There should be neither favoritism nor discrimination shown to any candidate on the basis of experience, previous salary or any reason prohibited by State and Federal Laws.

Building administrators and teachers are key partners in the instructional staff hiring process. Administrators and teachers carry the responsibility for supervision of new employees and ultimately determine the success of the employee and the success of the school program.

There shall be a written job description for each position, including the following information: Job title and classification, start and end dates, eligibility for benefits, Reporting and supervisory lines, essential duties and other duties, minimum qualifications, preferred qualifications, and statement of non-discrimination.

An announcement of all vacancies shall be posted in all school building offices and faculty rooms by the School Administrator. Announcement will also be posted in local and state newspapers and college placement offices, as well as online in appropriate listservs such as local Craigslist, Charter Commission and HIDOE websites.

A hiring committee will be composed of the School Director, at least one certified teacher, a parent, a member of the operational support staff, and member of the educational support team (Care Team). The committee may also include a member of the school's Governing Board. In the case of the School Director, the hiring committee will be established by the School Governing

Board, and will likely include all of the above in addition to a Governing Board member and a community member. The committee(s) will use the following process for hiring:

1. Establish criteria for all positions being hired, including essential duties, other duties, minimum qualification, and preferred qualifications, and required licenses/certifications, if any.
2. Establish a timeline for hiring for each position
3. Advertise the position, including deadlines
4. Conduct initial reviews of all applications to check for eligibility (meets minimum requirements for the position)
5. Review strength of applications based upon criteria established by the committee, and score each application based upon the criteria established.
6. Meet to compose a list of applicants to interview.
7. Develop a list of interview questions to be asked of ***all*** applicants for the position.
8. Schedule and conduct interviews. For classroom teaching positions, applicants may be asked to present a sample lesson or other evidence of teaching proficiency.
9. If necessary, schedule and conduct a second round of interviews.
10. Make a recommendation for hiring.
11. Check references of all finalists.
12. Submit the name(s) of recommended hires to the Governing Board for approval. The Governing Board shall have final approval for all hires in credentialed/licensed positions.
13. Extend offers of employment
14. Conduct background checks for all those who accept offers of employment.
15. Send letters of hiring or non-hiring to all applicants.

Once personnel are hired, the school administrator (Director) will oversee the completion of the hiring process including scheduling and assignment of duties, orientation, and appropriate paperwork. Some of these tasks may be delegated to others as appropriate.

All instructional staff position vacancies will be advertised except in the following instances:

1. If another position in the same area of certification becomes vacant during the interview process or becomes vacant within three (3) months of the most recent interviews for a similar vacancy, and the hiring team deems the second, (third, fourth, etc.) ranked candidate(s) to be of the same high qualifications as the candidate who filled the first vacancy, then the new vacancy may be filled without re-advertisement of the position at the discretion of the School Director.
2. If a current long-term substitute is available to fill a long-term substitute vacancy in the same certification area, for the same or a different person, then the current long-term substitute may be continued without advertisement of the position at the discretion of the Superintendent of Schools.

Performance Review and Termination of Employees
All personnel will complete an orientation during which all school policies, procedures, and expectations are thoroughly explained. For non-credentialed personnel, there will be a 90-day probationary period for the purposes of initial training and to determine the appropriateness of the hire.

Credentialed Employees (Teachers, Administrators, Supervisory Operational Support Staff)
All credentialed employees will be directly supervised by the School Administrator, who will conduct observations and evaluations at least once per quarter during the first two years of employment, and at least once per semester thereafter. Credentialed employees will participate in the Leadership Learning process, which is an on-going process of assessment, evaluation, and goal-setting designed to support employees in growing as professionals in their assigned

duties. Employees will keep records of their progress toward established goals, and meet regularly with the school administrator to review their progress and discuss areas of need. Consistent with bargaining unit practices, new credentialed employees will undergo a two-year (four-semester) probationary period, during which their performance and improvement thereof will be supported by the Stronge Assessment process, facilitated and supervised by the School Administrator. For employees who fail to rate at least satisfactory performance by the end of two years, the school board may elect not to renew their contracts.

Non-Credentialed employees

All school employees will participate in the Leadership Learning process, which is an on-going process of assessment, evaluation, and goal-setting designed to support employees in growing as professionals in their assigned duties. Employees will keep records of their progress toward established goals, and meet regularly with the school Administrator of other direct supervisor to review their progress and discuss areas of need. Each supervisor will also conduct at least one informal and one formal observation during the initial 90-day employment period, and provide the employee with a written and verbal performance feedback. During the 90-day period, every effort will be made to support employees in meeting the demands of their assigned position, including additional training if needed. At the conclusion of the 90-day period, employees will be offered continued employment or, if appropriate, released from their duties.

Alaka`i O Kaua`i values the talents and abilities of our employees and seeks to foster an open, cooperative, and dynamic environment in which employees and the school alike can thrive. The school provides an Open Door Policy under which employees are encouraged to take problems to the next level of management if they are unable to resolve a situation with their direct supervisor. The last resort for internal grievances is the board of directors.

Alaka`i O Kaua`i is an equal opportunity employer. Religion, age, gender, sexual orientation, national origin, race, or color does not affect hiring, promotion, development opportunities, pay, or benefits. Alaka`i O Kaua`i provides for fair treatment of employees based on merit. The school complies with all applicable federal, state, and local labor laws and statutes.

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.

Professional Development is integrated throughout the school year, beginning with a two-week intensive prior to the start of the year. During that time, faculty and staff will be trained to administer and evaluate the battery of assessments that our school will use. They will also receive training in differentiated instruction, CREDE Effective teaching practices, and Project-Based Learning. Subject-specific workshops will continue in the weekly Friday PD sessions. Further, all faculty – particularly inductee teachers, will receive regular mentoring from the Curriculum Coordinator/Data Coach. We will utilize the Japanese model of "lesson study," wherein teachers

co-teach, evaluate, and reteach lessons in teams. We believe that this process will support all teachers in producing effective results. Additionally, the Stronge Teacher Evaluation tool is designed specifically to promote growth through evaluation and goal-setting.

Alaka`i O Kaua`i Charter School will implement a set of performance evaluation systems for teachers and school leaders developed by Dr. James Stronge (Stronge, 2012). These systems were selected because they utilize uniform performance standards that are consistent with those outlined in State Teacher and Administrator Evaluation systems, and because they support continuous growth and development of school personnel. The systems provide both summative and formative feedback, and include a data-driven component that utilizes multiple data sources to drive goal-setting for over-all school academic improvement.

School Leadership Evaluation Tool

School Administrator Performance Evaluation System (SAPES) uses the Stronge Leader Effectiveness Performance Evaluation System developed by Dr. James Stronge for collecting and presenting data to document performance based on well-defined job expectations. The uniform performance standards used in this system provide a balance between structure and flexibility and define common purposes and expectations, thereby guiding effective leadership. The performance standards also provide flexibility, encouraging creativity and individual school administrator initiative. The goal is to support the continuous growth and development of each school administrator by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

The primary purposes of the School Administrator Performance Evaluation System (SAPES) are to: (1) optimize student learning and growth; (2) contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of the school; (3) provide a basis for leadership improvement through productive school administrator performance appraisal and professional growth, and (4) promote collaboration between the school administrator and evaluator, and promote self-growth, leadership effectiveness, and improvement of overall job performance. The SAPES evaluation system includes the following distinguishing characteristics:

- benchmark behaviors for each of the school administrator performance standards,
- a focus on the relationship between school administrator performance and improved student learning and growth,
- the use of multiple data sources for documenting performance, including opportunities for school administrators to present evidence of their own performance as well as student growth,
- a procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases school administrators' involvement in the evaluation process, and
- a support system for providing assistance when needed.

A copy of the School Leadership Evaluation Tool is provided as **Attachment H.**

Teacher Evaluation Tool

Like the SAPES for Administrators, the Stronge Teacher Effectiveness Performance Evaluation System (TEPES) uses the Goals and Roles Model developed by Dr. James Stronge for collecting and presenting data to document performance based on well defined job expectations. The TEPES provides a balance between structure and flexibility. It is prescriptive in that it defines common purposes and expectations, thereby guiding effective instructional practice. At the same time, it provides flexibility, thereby allowing for creativity and individual teacher initiative. The goal is to

support the continuous growth and development of each teacher by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

The primary purposes of TEPES are to: (1) optimize student learning and growth; (2) improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness; (3) contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of the school; (4) provide a basis for instructional improvement through productive teacher performance appraisal and professional growth; and (5) implement a performance evaluation system that promotes collaboration between the teacher and evaluator and promotes self-growth, instructional effectiveness, and improvement of overall job performance.

The distinguishing characteristics of TEPES are:

- a focus on the relationship between professional performance and improved learner academic achievement,
- sample performance indicators for each of the teacher performance standards,
- a system for documenting teacher performance based on multiple data sources,
- a procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases the involvement of teachers in the evaluation process, and
- a support system for providing assistance when needed.

A copy of the Teacher Evaluation Tool is provided as **Attachment I.**

The SAPES and TEPES Performance Evaluation Systems for Teachers and Administrators are consistent with the vision of Alaka`i O Kaua`i as an inclusive learning community because the processes position teachers and administrators as learners, too. As such, everyone in the Alaka`i learning community will be continually reflecting upon their achievements and challenges within their roles, participating in goal-setting, defining clear paths and working toward improvement to insure that the school and all of its students meet their academic and social-emotional goals. The SAPES and TEPES systems also have both formative and summative assessment features, as well as a data-driven component that will link teacher and administrator performance to the attainment of the school-wide Academic Goals outlined in our Academic Plan (II.B.

One final aspect of classroom teacher assessment will be use of the CREDE Standards Performance Continuum (CREDE, 20) . This is a Rubric for observing classroom enactments of CREDE's ***Standards for Effective Pedagogy***, which we have adopted as a Key Component of our Instructional Design (**II.B.6, pp 47-50**). Used as a professional development (**II.D.2, p. 70; II.F.1, p. 72**) tool, the rubric will allow teachers to use SMART goals to enhance their classroom application of the CREDE standards. The CREDE rubric is ***not*** intended for use as a part of a teacher's overall performance evaluation.

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.

We believe in growth-minded thinking. Thus, we selected performance evaluation tools designed to support staff in making positive changes to improve their performance. The plans also include action plan provisions, to be used in the event that adequate progress is not made. For new teachers and for administrators, we will follow the process established by educational employees bargaining units, wherein employees will undergo a two-year probationary period during which they will receive regular written and verbal feedback on their performance. We will develop a

system for employee recognition of exemplary performance. We will also institute procedures for non-renewal of contracts in the event that after two years no improvement is made. It should be noted, however, that our goal is to support employees in growing professionally as a part of our learning 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 proposed staffing plan uses personnel from Bargaining units 3,4,5 and 6 as currently written. However, due to budget constraints, we may need to negotiate contract amendments for the following positions, which we would like to fill with lay personnel from the community in order to fulfill our mission of making Alaka`i O Kaua`i a learning community that utilizes the special skills of all of its members.

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.

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.

The school calendar spans 45 weeks and includes a total of ***181 student days*** and ***195 teacher days***, including six ***Professional Development*** days prior to the beginning of the contract period for which teachers will receive stipends for participation. The progressive and interactive nature of the school curriculum requires teachers to engage in regular, intensive professional development to insure that the needs of all students are being met within the framework of Alaka`i O Kaua`i's Philosophy, Mission, Core Beliefs, and Instructional Design (**II.A.2, p. 4; II.B.6, pp 47-50**).

Interdisciplinary, academically challenging Project-Based Learning (**II.A.2, p. 4**) is complicated and requires significant collaboration among teachers and support staff to be successful. Thus, the school schedule sets aside four days (1 per quarter) specifically for teacher collaboration and project-related professional development. Additionally, Fridays (33 throughout the year) are designated as early release days so that teachers and staff can participate in weekly Professional Development related to the selected subject-matter curricula, PBL pedagogy and practice, Social-Emotional Learning, Effective Teaching Strategies, administration and analysis of formative and summative assessments, and other topics pertinent central to the successful delivery of the Alaka`i O Kaua`i' curriculum **(II.B.6, pp. 44-55).** Focused, regular professional development will also support teachers in assuring that each child meets their academic and social-emotional goals, and that the school meets its Academic Goals (**II.B.4, pp 33-35**).

Four additional early release days are scheduled to accommodate ILP conferences (2) in September and Student-Led Conferences (2) in December. In total, this schedule structure allows for optimal implementation of Alaka`i O Kaua`i's Academic Plan.

The ***2017-2018 Calendar*** is included as **Attachment K**

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)**.

The school schedule will run from Monday through Friday, 7:45 am to 2:45 pm for teachers, and 7:50 am to 2:00 pm for students. Friday will be an early release day for students, with classes ending at 11:30 am. The Friday teacher schedule will be from 7:45 am to 2:45 pm.

Act 167 and Act 52 define student instructional hours as "... student learning time during which students are engaged in learning activities including regularly-scheduled instruction and learning assessments within the curriculum, and does not include lunch, recess, or passing time." (http://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/DOE-reports-on-school-year-and-instructional-time.aspx). The total instructional minutes per week will be as follows:

Breakdown of Weekly Instructional and Non-Instructional Time by Grade Level

	Monday - Thursday		Friday		Weekly Totals	
	Grade K	Grades 1-6	Grade K	Grades 1-6	Grade K	Grades 1-6
Instructional Time (ELA/Math)	145	175	105*	105*	685	805
Instructional Time (S.E.L.) **(II.A.2, p. 4; II.B.6, p. 46)**	30	30	30	30	150	150
Instructional Time (All Other Subjects)	135	120	70*	70*	610	550
Total Instructional Time	310	325	205	205	1445	1505
Non-Instructional Time	60	45	20	20	260	200
TOTAL	**370**	**370**	**225**	**225**	**1705**	**1705**

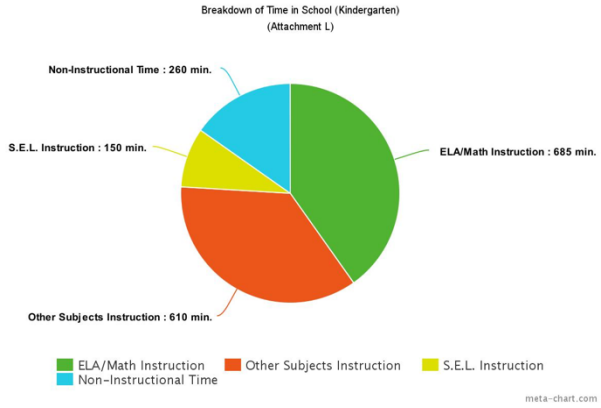
*Friday Workshops are *interdisciplinary* **(II.A.2, p. 4),** so the CORE instructional time is estimated.

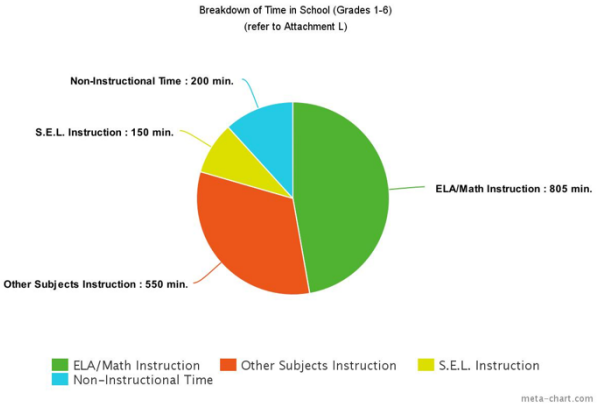
A sample daily and weekly schedule for each division of Alaka`i O Kaua`i, and for Friday (Multi-age Workshops and early release day) is provided in **Attachment L**.

Optimal Learning Time

The figures below show the breakdown of time spent in school for Kindergarten and for Grades 1-6. The largest block of time is spent on Instruction of Core Content Areas (ELA and Math). This provides ample time for full implementation of The Daily Five, Words Their Way, and other Key Instructional Design Elements (**II.B.6, pp 44-55).** Research has also shown that immersion in a

language-rich environment that promotes the use of reading, writing, speaking and numeracy in multiple activities is critical to the development of strong literacy and mathematics skills (Adams and Hamm, 1996; Steen, 1999; Unsworth, 2001; McMullin et al 2008). During this time, students will be engaged in a variety of ELA- and Math-based activities. This consistent with our mission to engage students in academically challenging learning (**II.A.2, p 4**). It will facilitate attainment of the Core Subjects Outcomes (**II.B.1, pp 6-27),** and also support attainment of the Academic Goals (**II.B.4, p. 33-35**).





The second largest block of time is devoted to subjects such as Social Studies, Science, Health, the Arts, and Physical Education. We believe in teaching to the whole child in a project-based, integrated instructional environment (**II.A.2, p. 4**). Thus, a significant part of each day will be spent in PBL (focusing upon exploration of the community and developing projects to help problems that are important to the students and the community) (**II.A.2, p. 4**). These projects will require the development and application of a multitude of social studies, science, and 21st Century Skills (**II.A.2, p 4; II.B.4, p. 30**), as is consistent with our philosophy (**II.A.1, p. 2**), mission (**II.A.2, p. 4**) and instructional design (**II.B.6, p. 40**). While Social-Emotional Learning instruction is the smallest portion of the "Pie," it is actually the largest chunk of time devoted to a single subject other than ELA or Math, and it accounts for a ***full 10% of daily instructional time***. This is consistent with our Core Beliefs, Mission, and Instructional Design (**II.A.2, p. 4; II.B.6, p. 43**). We believe that this configuration of learning time supports both the optimal attainment of academic progress (**Goals 1 and 2**, **II.B.4, pp 33-35**) and the development of the 21st Century Skills of creativity, critical thinking, collaboration, communication and caring as is consistent with our Core Beliefs, Mission, and Instructional Design (**II.A.2, p. 4**).

Teacher Planning Time:

The minimum planning time allotted for teachers will be as follows:

	Planning Time	**Professional Development**
Monday	2:00 pm – 2:45 pm (45)	
Tuesday	2:00 pm – 2:45 pm (45)	
Wednesday	2:00 pm – 2:45 pm (45)	
Thursday	2:00 pm – 2:45 pm (45)	
Friday	12:00 pm – 1:00 pm (60)	1:00 pm – 2:45 pm (105)
TOTALS	240 minutes	105 minutes

Additionally, teachers will be provided with at least one (1) half-day per academic quarter for team collaboration and planning time. These half-days will be provided in conjunction with half-day professional development, as indicated in **Attachment K**, School Calendar.

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.

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 because the proposed school does not plan to offer any extracurricular or co-curricular activities or programs.

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)**.

Governing Board Mission: To provide the necessary governance and oversight of Alaka`i O Kaua`i Charter School to meet its financial, academic and organizational goals.
Governing Board Vision: To be one of Hawaii`s exemplar charter school governing boards.
Philosophy: The board will be comprised of members who will make decisions that are in the best interest of the school and its students as a whole. Each member is expected to have the fundamental belief in, and commitment to:

- the mission, vision and design of the school;
- all children achieving academic excellence;
- being a board member that understands its legal and fiduciary duties and responsibilities;
- an objective data-driven accountability mindset;
- attaining the skills to evaluate all performance data; and,
- working as a team and building consensus.

We are attaching a draft (work in progress) of our bylaws and board policies as **Attachment R**. Also attached is **Attachment S**.

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 bylaws state the board composition to be a minimum of five members and not more than nine members. Alaka`i O Kaua`i Governing Board currently has seven members serving with identified strengths and experience in each of the required and desired areas, with the exception of legal. We are not without legal expertise, however. Richard Mosher, Attorney-at-law and Oahu resident, is a member of the Alaka`i O Kaua`i Advisory Board and assisted the governing board and non-profit board with the draft bylaws and other establishing documents that are in Attachment R. The hope is that Alaka`i O Kaua`i will have all of its directors residing on Kaua`i. However, the search for legal expertise will expand to the rest of Hawai`i if we are unable to find a committed legal person on Kaua`i to serve on the governing board.
The applicant board will become the governing board of the school should the Commission approve this application and provide the needed expertise and knowledge as follows:

	Human Resources	Financial	Academic	Fundraising	Community Outreach	Legal	Facilities
1 DrB Blackwell			X	X	X		
2 Minna Freeman-Pritchard			X				
3 Elizabeth Indy Reeves	X	X		X			
4 Maegan Sakai-Fontana			X		X		
5 Robert Sherrill		X					X
6 Samantha Shetzline		X					
7 Jacob Vogelgesang	X	X			X		

Our framework for effective governance:

- Focus on student success and achievement
- Recruit and retain an exceptional leader
- Invest in governance
- Act strategically and be accountable
- Raise and use resources wisely
- Commit to compliance

Ensuring academic success. The accountability for student success is clear. The governing board must account for school director performance; the school director must account for teacher performance; and the teacher must account for student performance. This will be done through review of quality data on every level; classroom, director and governing board, where intervention strategies and requests and responses for support and accountability can take place.
Accountability for results. The board will make clear performance goals in the contract between the governing board and school director. The evaluation tool for the school director is found in Attachment H and it will be the responsibility of the governing board to ensure that evaluation is conducted annually. A 360 degree survey of both the governing board and the school director can be an effective way to gain feedback from multiple stakeholders and inform the support needed and actions to be taken.
Stakeholder participation. Alaka`i O Hawai`i's draft bylaws are in Attachment R and encourages the participation of the District Superintendent to appoint a board member, parents to elect one or more members and the teachers to elect one or more members. This is an example of our belief in stakeholder participation and feedback.

Embedded in the academic plan is the ILP. This practice of involving parents/guardians as partners in goal setting and student achievement provides for the most direct form of parent feedback and participation in student learning.

For added expertise and more participation from the broader community, Alaka`i O Kaua`i has an advisory board. The members are as follows:

Alaka`i O Kaua`i Charter School Advisory Board Members, Roles, and Areas of Expertise

	Areas of Expertise *Indicates area of needed expertise. If additional members are needed for advising, we will add to these people.							
Director name	Human Resources	Financial	Academic	Fundraising	Legal	Political Action	Facilities	Previous board experience
Paul Zina (Principal)	X	X	X	X			X	X
Richard Mosher (Attorney)		X			X	X		X
Steve Martin-Oldfield (Realty)	X	X		X			X	X
Felicia Cowden (School Director)	X	X	X	X		X		X
Dr. Yuriko Wellington (Executive Director)	X	X	X	X		X	X	X

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. The school will not have a virtual or blended 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.

See the board matrix above for the the listing of board members and areas of expertise. The roles of chair, president, vice president and secretary have not been determined as of the submission of this application.

A summary of unique contributions of the applicant/governing board members:

DrB Blackwell For 50 years, Dr. Blackwell has been passionately serving the public in education as a teacher; principal and assistant superintendent of a large school district; and a professor for higher education in teacher education preparing future teachers for elementary education. In 2007, DrB founded Growing Our Own Teachers on Kauai, a 501(c)3 non-profit organization, which raised over $275,000 to finance 65 Kauai teacher candidates during their final semester.

Minna Freeman-Pritchard As a 5th grade DOE teacher at Koloa School. Ms. Freeman-Pritchard was selected by the University of Hawaii Manoa to be a mentor teacher and lead evaluator for assessing student learning. Her strength is her teaching experience and training in environmental place-based education and project-based learning. She has been teaching for 12 years.

Elizabeth Indy Reeves As a small business owner and parent representative, Ms. Reeves will lend her skills of operating small businesses, such as human resources and revenue generation. She has been self-employed for most of her professional life. She is currently a shareholder of Gopaljiu.com, LLC, which she co-founded. She also serves as project director of the subsidiary Gopal's Creperie, LLC. Ms. Reeves stated that she understands that a school needs to function much like a business model.

Ms. Maegan Sakai-Fontana – Ms. Sakai-Fontana is a graduate of UHM's Statewide Teacher Education program. She was a recipient of a financial award from Growing Our Own Teachers on Kauai and was selected to be a spokesperson for the organization. As a DOE teacher for five years, she teaches 1st grade at King Kaumuali`i School, which is Kauai's only school to receive the Strive High "Recognition" status. She serves on the grade level team and specializes in scaffolding instruction to address each learner at their present level and supporting them in increasingly complex levels in order to help them reach their highest potential.

Robert Sherrill As a contract software developer, Mr. Sherrill has owned and operated a software development company for 15 years stating that his experience and skillsets in operating a successful business will translate into a productive board member. He has served as the webmaster and

technology expert for the application team since its inception. In addition, Mr. Sherrill was the lead developer of custom asset platform for a multibillion dollar real estate portfolio. In this position, he managed all aspects of commercial real estate loans, originating deals, risk and performance calculations, managing loans and track reporting. His background in real estate has made him invaluable with the facilities.

Samantha Shetzline The only board position that has been identified is the Chief Financial Officer. Ms. Shetzline is a CPA and Tax Consultant. She is originally from Philadelphia, but moved to Kauai in 2000 and worked with Rick Pigott, CPA, Inc. and Edward L. Puua, CPA, Inc. before branching out as a sole practitioner. Her practice provides full service accounting and tax preparation for numerous small businesses on Kauai. Ms. Shetzline belongs to the Hawaii Society of Certified Public Accountants in Honolulu.

Jacob Vogelgesang Mr. Vogelgesang is the Director of Food & Beverage for Sheraton Hotel and is our "local boy" on the board. Although he went to college on the mainland, he went to Kapaa High School and has numerous connections with government leaders and business people on Kauai. His expertise is in human resource and financial management. At the Sheraton Hotel in the Poipu area, he has over 125 employees and manages the Food and Beverage department for the hotel.

The applicant/governing board's goal is to operate with eight members that includes the school director as a non-voting member. By August 2016, the board will identify, vet, invite and on-board the new applicant board member with legal expertise, more specifically in contract law.

The applicant board members from the time they joined this team, committed to transitioning to the more permanent governing board serving at least a total of three years. Should the application be approved, DrB will step off of the applicant board to focus on fundraising for Alaka`i O Kaua`i Charter School as Chair of Alaka`i Hawai`i, the non-profit. She plans to be active and available during the start-up year to enable a smooth transition of leadership.

As for replacing any board members that may have a need to resign, the draft process for selecting new board members are found in **Attachment R**, Bylaws and Policies (draft), Charge: Nominating Committee for New Board Members.

The governing board has committed its very limited resources to invest in board training and support. Should there be a need to replace and/or recruit new members, we would prioritize candidates that already have some experience being on a governing board until we reach a more stable financial position for the school. We will be contracting governing board training as necessary and annually at the least.

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).

Attachment R, Bylaws and Policies, Charge: Nominating Committee for New Board Members contains the procedures by which governing board members were selected and how vacancies will be filled.

The applicant/governing board will meet at least once a month and more often if needed during key decision making times of the start up years. What once started off as meeting in board member homes has now graduated to meeting at a publicly accessible restaurant's conference room. Once we secure a facility, the meetings will take place at the facility.

The governing board will create the following standing committees: Governance (board recruitment, training, policies), Financial (budget, financials, audit) and Academic Performance and will operate using Robert's Rules of Order. These committees represent the anticipated focus areas of our board and where the board can build support for the school leader during the duration of the first contract with the Commission. The draft bylaws state that the governing board can establish ad hoc committees of at least two members and non-members, thus providing a way to help recruit and informally evaluate the non-member potential as a governing board member. Fundraising will mainly be handled by Alak`i Hawai`i. Two ad hoc committees that we plan to create are the Human Resource Committee (collective bargaining, teacher/staff recruitment) and Community Outreach (enrollment and community partners).

Currently we are not using conference calls, web conferences or video conferences for our official meetings, however, we may elect to adopt amendments to the bylaws to allow meeting virtually.

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.

There may be a perceived conflict of interest with DrB as a paid consultant for iLEAD Schools Development, a charter school CMO/EMO/ESP. The applicant board decided early in this application process that iLEAD Schools Development was not a right fit for Alaka`i O Kaua`i Charter School as a CMO, EMO or ESP. The relationship between iLEAD Schools Development and Alaka`i O Kaua`i Charter School would best be described as a sister school relationship with no business ties. DrB is an education consultant tasked to serve on their National Prove the Model Task Force. No conflict of interest exists. DrB is not and will not benefit, financial or otherwise from the application or the approval thereof. She planned from the start and made it clear to the applicant board, that she would move to the non-profit board once Alaka`i O Kaua`i Charter School was approved.

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.

Alaka`i O Kaua`i will take the initiative to develop our boards' governing capacity through self-assessment and strategic planning. In addition, we will contract with a vendor, to provide services and training relating to board development. The board will engage in routine and scheduled board training with organizations such as Board on Track that will be organized and/or facilitated by a recommended vendor. This board training is subject to change and will include but is not limited to:

Agenda or Topic	Timeline	Required Participation
Welcome, Introduction of members, Board members roles and responsibility	September 2016	Board members

Agenda or Topic	Timeline	Required Participation
Code of Ethics and Conflict of Interests Policy development	October 2016	Board members
School finance	November, 2016	Board members
Attributes of successful school leaders and how to support and evaluate them	December, 2016	Board members
Evaluating school performance	January, 2017	Board members
Risk management	February, 2017	Board members
Cultivating positive school culture	March, 2017	Board members

Board members will be encouraged to attend conferences and other professional development opportunities. They will also engage in self-monitoring to assess their own effectiveness and develop strategies that will help them to build their board and grow with the challenges.

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.

Attachment W describes our advisory board and has their resumes attached.

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.

Section II.B.5 (pages 34-38) outlines our plans for collecting, analyzing, and disseminating data related to student and school progress. The chart on pages 36-38 describes how data will be collected and analyzed, how the results will be utilized to refine and improve instruction, and how the information will be reported to the community and to the district.

Our school will use a data-driven model for refining and improving instruction, and this includes the provision of professional development targeted toward improving insntruction in the areas of identified student need. Please refer to sections **II.B.5**, **II.E.2**, and **II.F.1** for a detailed description of the professional deveopment plan.

Additionally, the school will be using the HIDOE SIS system "Infinite Campus" for reporting of student progress to the district and state.

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.

The financial performance standards are based on standard accounting and industry standards for sound financial operation. The governing board reviews financial reporting on at least a monthly basis, approving the annual budget and amendments as necessary, and annually securing and approving an independent financial audit of the organization. The school's administration carries out the activities necessary to conduct the business of Alaka`i O Kaua`i Charter School in compliance with established policies. The school's administration also follows procedures necessary for recording and reporting the financial position of the organization, carries out the wishes and directions of board actions, and provides additional financial information as the board requests.

The responsibility for the financial performance of Alaka`i O Kaua`i Charter School will be with the Treasurer of the governing board, the School Director, the Business Manager and the accounting/bookkeeping contract. Their qualifications, role and responsibilities are as follows:

Position: Board Treasurer

Qualifications: Certified Public Accountant

Responsibilities: Oversee the management and reporting of the school's finances.

- Bank account maintenance – Selecting a bank, signing checks, and investing excess funds wisely
- Financial transaction oversight – Being knowledgeable about who has access to the organization's funds, and any outstanding bills or debts owed, as well as developing systems for keeping cash flow manageable
- Budgets – Developing the annual budget as well as comparing the actual revenues and expenses incurred against the budget
- Financial Policies – Overseeing the development and observation of the organization's financial policies
- Reports – Keeping the board regularly informed of key financial events, trends, concerns, and assessment of fiscal health in addition to completing required financial reporting forms in a timely fashion and making these forms available to the board

- Finance Committee – Serving as Chair of the Finance Committee

Position: School Director

Qualifications: Experience with overseeing staff and budgets and financials.

Responsibilities: Oversees the business manager, managing the budget/approving expenses and being involved in the audit process.

Position: Business Manager

Qualifications: Bachelor's degree in Business.

Responsibilities: The business manager is responsible for many of the areas outside of education; Leadership & Strategy, Financial Resource Management, Administrative Management, Management Information Systems, Human Resource Management and Facility & Property Management.

Due to the wide range of responsibilities a business manager has, the school decided to contract bookkeeping and accounting services.

Budgets, monthly financials, annual audits and the Commission's annual report, coupled with skilled and honest people to compile and review these reports, will provide a system to help the school's financial team manage the school's finances and, over time, provide for financial stability of the school.

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.

Often times charter schools operate with a very slim operational staff. Alaka`i O Kaua`i makes an effort from the beginning to an adequate amount of operational staff. The Commission developed an online portal and a master calendar, that although initiated for accountability purposes, has become an easier way to help guide schools and help them keep track of compliance tasks that ensures that minimum operational standards are being met.

At Alaka`i O Kaua`i, the business manager will have the primary responsibility to work with the Commission office to ensure that compliance records with the Commission are a true representation of what is actually occurring at the school level. Our budget is lean but funds an adequate operational staff to ensure that there is ample time to complete compliance tasks. The business manager is also supported with a contract bookkeeping and accounting services to provide added expertise and organizational/financial capacity.

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.

Provisions for modifications of the academic plan if students are not meeting the expected targets is discussed earlier in section II.B.5. Provisions for action to take if employee performance is not meeting expected targets is discussed earlier in Professional School Culture. II.F.

If the Commission's organizational or financial performance standards are not met, the charter school will look into the reason(s) for not meeting these standards and address them in a reactive way. The goal would be to assure that our charter school provides the necessary support and development to and for employees to develop the needed skill sets. An assessment of all people involved in these process and procedures would also be completed. If the treasurer is not being productive and helping to assure that the school is financially compliant, the board may seek to dismiss the volunteer representative.

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.

Not applicable because School-Specific Measures are not yet developed.

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.

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.

Our number one responsibility to parents and guardians who entrust the care of their children to us is their child's safety. Alaka`i O Kaua`i will cultivate adult and learner awareness, visitor badges and visitor tracking into our safety plan. We will be an open campus that encourages family members to actively participate in their learners' educational journey and will require adults who spend a regular amount of time on campus to the same pre-employment process of finger-printing, TB tests and background checks before being allowed to volunteer. Alaka`i O Kaua`i will ensure that the physical space is devoid of any potential hazards and that a comprehensive crisis management plan is written before school opens.

Keeping our students safe on the internet is very important as well. Our technology manager with be responsible for creating a safe technology environment. One of our board members has already demonstrated his commitment and willingness to provide pro bono assistance to help Alaka`i O Kaua`i Charter School with technology support and can also be a resource to help in this area.

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.

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 goal of the admissions policy of Alaka`i O Kaua`i Charter School is to attract, enroll and retain the broadest spectrum of students and families representative of the rich diversity existing in Kaua`i County. Alaka`i O Kaua`i will be nonsectarian in its programs, admissions policies, employment practices and all other operations. In accordance with HRS §302D-34 Alaka`i O Kaua`i shall not discriminate against any student or limit admission based on race, color, ethnicity, national origin, religion, gender, sexual orientation, income level, disability, level of proficiency in the English language, need for special education services, academic, or athletic ability.
Our plan for student recruitment and marketing that will provide equal access to interested students and families is as follows:

- Alaka`i O Kaua`i will participate in public festival, fairs, or community events to share information about our proposed school.
- Reaching out in various multicultural communities and solicit volunteers to serve as interpreters.
- Seeking local media attention/earned media. We have been successful with coverage of our efforts to start a new charter school on Kaua`i. Announce school events through public service listings. Local newspapers events calendars for open house for prospective students and parents can be listed.
- Taking out paid advertising in the local media. Contacting social workers, probation officers, welfare officials and people in similar occupations to give them information that they in turn can give to families with whom they work.
- Going door-to-door to pass out materials on your program.
- Sharing information with daycare centers, community centers, libraries, stores and other local businesses.
- Posting flyers/posters advertising your school around the geographic area of our school.
- Attending meetings of community groups to talk about our program.
- Reaching out to our supporters such as the local rotary clubs.
- Encourage current interested parents and families to spread the word about Alaka`i O Kaua`i.

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.

Enrollment preferences are included in **Attachment Y**.

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.

At Alaka`i O Kaua`i Charter School, parents and guardians will be an integral part of the educational process. Parents and guardians create a positive learning home environment and support their children in important developmental activities. We will invite and encourage parents and community members to participate in the ongoing activities and governance of the school.

We currently have a team of 16 dedicated people (parents, teachers, and community members) who have been actively participating in the design of the school and the development of the application. Parents are represented on the Alaka`i O Kaua`i Governing Board and on the Alaka`i Hawai`i Nonprofit Board of Directors. We also hope to have several parents on our teaching and support staff. Community members who support this application are also represented in our organizational structures and we will continue to cultivate connections with the community through partnerships and community-based learning projects.

Two community meetings were held in the past, one in Lihue and one in Kapa`a. Over 100 parents and community members attended each meeting. During these meetings, the school's philosophy, goals, and core beliefs were explained, and parents gained an understanding of the central role they would play in the school's success. The community remains in strong support of Alaka`i O Kaua`i becoming a reality.

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.

As a public school of choice, we ask parents to be a part of this learning community with an understanding of, and agreement with, the methodologies and philosophy. As a part of the enrollment process, all parents/guardians will be provided with a statement of parent/guardian

expectations (such as bringing children to school on time and ready to learn, making sure they get a good night's sleep and good nutrition), participation in all conferences (student-led, parent teacher, or other conferences as needed), and participating in school-sponsored meetings, activities and annual fundraising activities. Parents will be asked to actively participate in the Alaka`i O Kaua`i volunteer program.

We will continue to build rapport and communicate our expectations to parents through weekly newsletters and bi-monthly `ohana nights, where parents and other family members will be able to talk story while working on an activity related to a PBL project.

A parent volunteer coordinator will be appointed from the interested parent community. This person will be the contact point for parents and community members who wish to volunteer. A "Parents as Partners" group will also be formed and will meet regularly to provide parents with an opportunity to build community while they voice and organize their ideas. This will also be an opportunity for parents to share their experiences, successes and challenges with a PBL-based curriculum. Having a structure for regular parent involvement and input will insure that parents and community members are, indeed, an integral part of the Alaka`i O Kaua`i learning community.

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

Alaka`i O Kaua`i has several structures in place to keep parents and community members informed of the progress of this start-up charter school:

- School Website, which is updated regularly. Currently, DrB posts regular updates (at least monthly, as frequently as weekly or, during key decision-making periods, daily).
- School facebook page, also updated regularly by Nicola Sherrill, a parent volunteer..
- Local radio show moderated by Advisory board member Felicia Cowden. Felicia is a longtime community activist and ardent supporter of Alaka`i O Kaua`i Charter School. As an advisory board member, Felicia has taken on the task of keeping the public updated about our progress through regular news briefs on her radio show, Kaua`i Soap Box, which airs weekly on Tuesdays 4-6 p.m. on KKCR Kaua`i Community Radio.
- Occasional emails to the listserv composed of families who have completed the intent to enroll form and other interested community members. Should our application be approved, the activity on this listserv will increase in order to keep families informed about the start-up and enrollment process.
- Word of mouth (local style): Kaua`i is a community that values face-to-face interaction. DrB and the other governing, advisory and non-profit board members capitalize on this by integrating talk about Alaka`i O Kaua`i into conversations they have in the community.
- Open Houses and quarterly community meetings: We will continue to hold community meetings (once per quarter) to keep the public informed of our progress. Once a site has been secured, we will hold regular open house events so that the public can visit our campus and learn more about our programs and available openings.

As other key personnel are identified, they will assist DrB in keeping the facebook page, website and other digital spaces updated.

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.

Attachment Z lists the nature, purposes, terms, and scope of services for existing and proposed partnerships with community organizations, businesses, and other educational institutions

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.

Alaka`i Hawai`i (Federal Tax ID# 47-5401231; HA GE Tax #W48781793-01) applied for 501c3 non-profit status in October 2015. As we understand it, the nonprofit status will be retroactive to the date of application once it is approved. As stated in the organization's articles of incorporation, the organization's sole purpose is "to support, organize, inform, raise funds and goods and in-kind support for Alaka`i O Kaua`i Charter School."

The non-profit Alaka`i Hawai`i will support Alaka`i O Kaua`i Charter School with additional revenue, especially during the start-up period. Alaka`i Hawai`i will head up fundraising activities; donation drives, develop community partnerships, write grants and other activities that might be beneficial in raising funds for the school. Alaka`i Hawai`i will seek any alternative and supplemental funding for the school that might be available to charter schools. To that end, contacts and preliminary discussions have already taken place with the following corporate and nonprofit entities including A&B Land Development, Chamberlin Foundation, and the Scheidel Foundation. Funding support will also be sought through the Kauai Economic Development Board (KEDB) which provides Aloha `Ike grant programs for DOE schools, including Charter Schools. Alaka`i O Kaua`i Charter School's mission to provide real-life experiences with project-based learning is in direct alignment with goals stated by Kaua`i Economic Development Board.

There are other organizations such as Kaua`i Island Utility Corporation (KIUC) that provide community support grants, and as soon as our charter is approved we will pursue these funding opportunities. Other grant opportunities also exist for charter schools, and likewise, we plan to pursue these as soon as our charter is approved. Alaka`i Hawai`i, the nonprofit organization, has received a letter of good status from the Internal Revenue Service and the State of Hawai`i Department of Taxation. There will be no other competing interests for the nonprofit's time and resources.

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.

Alaka'i Hawai'i, the non-profit, is the fundraising arm of Alaka`i O Kaua`i Charter School and is equipped with the necessary expertise and experience in this area. There is a need to raise approximately $270,000 total for year 0 and 1 in our financial plan. We are strategically placing those with the depth of fundraising experiences on this board to bring their attention and focus to the challenge at hand.

The current board members for Alaka`i Hawai`i are:

- **DrB Blackwell, EdD.**, President. Professor of Education, University of Hawaii; Founder and Executive Director, Growing our Own Teachers on Kauai; former school teacher and school administrator; experienced fundraiser and grant-writer, community elder and activist.
- **Dawn Evenson**, Vice-President. Co-founder and Executive Director of Education, iLEAD Schools Development Organization. Dawn's family lives on Kauai and she is committed to helping Alaka`i Hawai`i earn money for our proposed school.
- **Joseph Figaroa**, Secretary. CEO, Hawaii Development Council (a 501c3 organization); Proprietor, The Figaroa Collection Hotels & Resorts; Event Specialist, Premier Events Hawaii. Joseph is the most experienced of the group having for the last five years assisted nonprofits to raise money. He has his own nonprofit foundation and seeks out investors who are passionate about various causes.
- **Steve Martin-Oldfield**, Director. Owner, Kauai Pacific Realty Company. Steve has extensive fundraising experience with different organizations.
- **Regina Carvalho, RN**, Director. Regina is a nurse at our local hospital. As the wife of Kauai's Mayor Bernard P. Carvalho, Jr., Regina has political action committee and fundraising experience, including chairing several large fundraising events.

Alaka`i Hawai`i Nonprofit Board Members, Roles, and Areas of expertise

	Areas of Expertise *Indicates area of needed expertise. Board members meeting this criteria are being actively sought.							
Director Name and Role	Human Resources	Financial	Academic	Fundraising	Legal *	Political Action/ Community Outreach	Facilities	Previous Nonprofit Board Experience
DrB Blackwell (President)			X	X		X		X
Dawn Evenson (Vice President)			X	X				X
Joseph Figaroa (Secretary)	X	X		X				X
Steve Martin-Oldfield (Director)				X			X	
Regina Carvalho (Director)		X		X		X		X

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.

The geographic location in which we are searching for a facility runs from Kapa`a to the Ele`ele. The following chart matches the potential facility location with the DOE Complex Area:

Facility Location	DOE Complex Area
Kapaa	Kapa`a Complex
Lihue	Kaua`i Complex

Ele`ele	Waimea Complex

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

The six HIDOE elementary schools located in the identified geographic area are either at capacity or over-capacity.

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.

Alaka`i O Kaua`i Charter School organized a team to find and secure a facility. Finding a facility for a school on Kaua`i is very challenging and our search has led us to one possible site so far, the Mount Kahili site. Below is a facility project plan chart that identifies the people involved, an estimated timeline, and steps to find, secure and finance a school facility. The team is actively searching for other potential sites as described in our project plan chart.

Task Name	Duration	Start	Finish	Assigned To
Identify facility	306d	10/15/15	12/15/16	Jacob Volgelgesang
Research and planning	306d	10/15/15	12/15/16	Yuri Wellington
Initial activities	44d	01/05/16	03/04/16	DrB
Form facility committee	2d	01/05/16	01/06/16	DrB
Choose person in charge	6d	02/07/16	02/12/16	DrB
Obtain project manager	1d	02/07/16	02/07/16	DrB
Create a facilities comparison matrix	21d	02/07/16	03/04/16	Yuri Wellington
Research best practices in school site selection	6d	02/21/16	02/26/16	Yuri Wellington
Determine school needs/requirements for facility	12d	02/15/16	03/01/16	Yuri Wellington
Research fire code and other safety requirements	12d	02/15/16	03/01/16	Yuri Wellington
# of square ftg and classrooms, bathrooms, office space, kitchen, meeting spaces needed	12d	02/15/16	03/01/16	Yuri Wellington
Utilities and technology/internet needs, ISP available	12d	02/15/16	03/01/16	Yuri Wellington
Parking capacity	12d	02/15/16	03/01/16	Yuri Wellington
Zoning requirements	12d	02/15/16	03/01/16	Yuri Wellington
Playground or Park for PE	12d	02/15/16	03/01/16	Yuri Wellington
Community use/rental space approved by lessor	12d	02/15/16	03/01/16	Yuri Wellington
Security/fire alarm system	12d	02/15/16	03/01/16	Yuri Wellington
ADA requirements	12d	02/15/16	03/01/16	Yuri Wellington
Insurance requirements	12d	02/15/16	03/01/16	Yuri Wellington
Research available properties	306d	10/15/15	12/15/16	Steve Martin-Oldfield

Task Name	Duration	Start	Finish	Assigned To
Site visits	219d	02/15/16	12/15/16	DrB
Compare facility choices using matrix	219d	02/15/16	12/15/16	Steve Martin-Oldfield
Securing the facility	73d	12/15/16	03/27/17	DrB
Choose facility	1d	12/15/16	12/15/16	DrB
Draft & negotiate lease	1d	01/12/17	01/12/17	Jacob Volgelgesang
Agree on terms of lease	1d	02/06/17	02/06/17	Steve Martin-Oldfield
AG review of lease	21d	02/07/17	03/07/17	DrB
Sign lease	1d	03/27/17	03/27/17	DrB
Renovating the facility	351d	02/22/16	06/26/17	Steve Martin-Oldfield
Planning	37d	12/16/16	02/06/17	Steve Martin-Oldfield
Determine renovations that are needed	37d	12/16/16	02/06/17	Steve Martin-Oldfield
Design	12d	02/07/17	02/22/17	Steve Martin-Oldfield
Permitting (in any)	26d	02/22/16	03/28/16	Steve Martin-Oldfield
Construction	64d	03/29/17	06/26/17	Steve Martin-Oldfield
Furnishing facility	296d	12/15/15	01/31/17	School Director
Decide on furniture needs	34d	12/15/16	01/31/17	School Director
Make request for donated school furniture	34d	12/15/15	01/29/16	School Director
Order any other needed furniture	44d	02/01/16	03/31/16	School Director
Receive and set up furniture and equipment	22d	06/01/16	06/30/16	School Director
Financing the facility	440d	01/04/16	09/08/17	Treasurer
Create initial budget for renovations	25d	01/04/16	02/05/16	Treasurer
Create initial budget for furniture	25d	01/04/16	02/05/16	Treasurer
Develop monthly cash flow with expected fundraising income	25d	01/04/16	02/05/16	Treasurer
Determine a contingency budget	25d	01/04/16	02/05/16	Treasurer
Review and revise budgets/financials, fundraising plan and strategies (1)	23d	08/01/16	08/31/16	Treasurer
Review and revise budgets/financials, fundraising plan and strategies (2)	22d	12/01/16	12/30/16	Treasurer
Review and revise budgets/financials, fundraising plan and strategies (3)	6d	02/01/17	02/08/17	Treasurer
Review and revise budgets/financials, fundraising plan and strategies (4)	6d	03/01/17	03/08/17	Treasurer
Review and revise budgets/financials, fundraising plan and strategies (5)	6d	04/01/17	04/07/17	Treasurer
Review and revise budgets/financials, fundraising plan and strategies (6)	6d	05/01/17	05/08/17	Treasurer
Review and revise budgets/financials, fundraising plan and strategies (7)	6d	06/01/17	06/08/17	Treasurer
Review and revise budgets/financials, fundraising plan and strategies (8)	6d	07/01/17	07/07/17	Treasurer
Review and revise budgets/financials, fundraising plan and strategies (9)	6d	08/01/17	08/08/17	Treasurer
Review and revise budgets/financials, fundraising plan and strategies (10)	6d	09/01/17	09/08/17	Treasurer

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.

We are currently looking for a facility that will be able to house all of our needs per our facilities project plan located in III.G.2.b.

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.

Through working with our consultants and talking with recently opened Hawaii charter schools, our team can fully appreciate the concern in the undertone of this question. Our educational program has been the key to our success of being able to recruit so many supporters and committed volunteers.

DrB has committed to a near full-time volunteer position to lead Alaka'i O Kauai through year 0. Over the last year DrB has already demonstrated capacity and commitment by volunteering full-time hours to this project.

Governing board members, advisory board members and Alaka'i Hawaii non-profit members have already given many volunteer hours and are also committed to do heavy lifting to raise funds, secure a facility and meet enrollment goals.

Although we have these committed volunteers, Attachment FF - Financial Plan Workbook contains year 0 expenses that include two paid staff members four months before school begins (the budget only shows three months because the fourth month is in the following year's budget), and bookkeeping/accounting contract services to work with our governing board treasurer to handle finances and set up financial systems.

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.

Our plan to assure the Commission that Alaka'i O Kauai will have sound systems, policies and processes for financial planning, accounting, purchasing and payroll is to bring experienced and knowledgeable charter school consultants together with our financial expert/governing board treasurer and contract a bookkeeper/accounting firm to establish our financial operation. Lynn Finnegan, former executive director of the Hawaii Public Charter School Network and current Chief Operating Officer of Waialae School and Sue Deuber, a former principal of Voyager PCS, will work with Alaka'i O Kauai's team to create that sound financial system.

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.

The governing board led by the treasurer, will be responsible for the school's budget and ensuring that the school can operate within the projected revenues. The governing board monitors financial performance and reviews financial statements on a monthly basis. It is imperative that the governing board, and in our case it includes the Alaka'i Hawaii non-profit board, raise the needed funds identified in budget. Whether it is the annual financial audit or the Commission's financial performance report, ultimately the governing board is responsible for ensuring compliance and any course correction that is needed. This responsibility could also be a determination to give up our charter if the board foresees an inability of the school to meet its financial obligations.

The management/leadership team is responsible for: making financial decisions, in accordance with bylaws, policies and within applicable federal and state laws, to manage the budget; preparing the financials; and ensuring that financial systems are created and followed to minimize risk.

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.

Hawaii's charter school law exempts charter schools from state procurement. This is a major benefit. The Alaka'i O Kauai governing board is still contemplating the appropriate criteria and procedures for procuring goods and services. We plan to review the requirements, criteria and procedures of the state law and make adjustments to fit our needs while trying to keep in mind the intent of state procurement processes and procedures. Reasonable costs for business services, payroll, and auditing services are included in Attachment FF.

4. 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.

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.

In the notes column of Attachment FF contains helpful information to better understand Alaka'i O Kauai's financial plan. The state per pupil is based on $6500 per student, matched with amounts used in the revenue section of Attachment FF

Year 0: $141,900 will be raised through Alaka'i Hawaii, the non-profit. So far, in less than 3 months, Alaka'i Hawaii raised over $20,000 in cash toward the goal. Another $12,000 in-kind contribution from consultants have been secured. These amounts are reflected in Attachment FF.

The principal and a part-time registrar is hired four months before school starts.

Year 0 Contingency: Should Alaka'i Hawaii not meet its full fundraising goal, a heavy push will be made to utilize our highly skilled volunteers to replace parts of the year 0 expenses. We budgeted $50,000 for facilities renovations and $30,000 for furniture. We would also look for volunteer help and furniture donations to work within or decrease expenditures in these areas.

Year 1 $130,000 will be raised through Alaka'i Hawaii, the non-profit. See Attachment GG from more information.

Three half-time clerical positions are hired. It is possible that we hire a full-time position to cover the half-time registrar and half-time office clerk.

Year 1 Contingency: We included a facility contingency budget of $40,000. We also believe that there our school will qualify for other federal funds like Title I, II and III and those funds are not included in our budget.

Year 2: Our budget starts to reach a level where our reliance on fundraising is much less pronounced and the school begins to carry-over funds or have reserves.

Other helpful notes:

- Future employee raises or cost of living increases were not included in the budget. Cost increases

are usually handled by the state by embedding increases in the per pupil or additional funding for collective bargaining. This budget was built on taking that calculated risk.

- Teachers and educational assistants increase over time to lower the adult to student ratio and decrease class sizes.
- A half-time counselor is added in year 2. Our hope is that we will find a full-time counselor to fill both the half-time counselor and half-time SCC roles.
- All cost assumptions were based on actual estimates received from vendors or comparable expenses of existing charter schools.
- Fundraising through grant writing is described in Attachment GG.

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.

Please see Attachment FF and the Budget Narrative for some of our contingency plans. We believe that these contingency plans would also apply in the case we were short of meeting our targeted enrollment counts.

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.

Not applicable for our school will not have a virtual or blended program.

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.

Academic Team Capacity

Name	Educational Experience	Certifications/Degrees	Role/Contributions
DrB Blackwell	50 years Teacher, District Leader, Principal, Asst. Superintendent Professor	Administration Credential, Teaching Certificate, Masters Degree of Education, Doctorate of Education	Acting Chair of Alaka`i Governing Board PBL Professional Development – K-19 School Leadership Governance
Ms. Minna Freeman-Pritchard	12 years DOE -PBL teacher	HI Teaching Certification K-6, Masters Degree of Education Environmentalist Leader	Board Member for Alaka`i O Kaua`i Teacher Representative 3-6 grades, Parent, DOE teacher,
Ms. Maegan Sakai	5 years – DOE Teacher	Elem Ed. – UHM Team Leader, HI Teaching Certificate K-6	Board Member for Alaka`i O Kaua`i Elementary K-3 grades Parent, DOE Teacher
Dr. Yuriko Wellington	Educator – 43 years worked in Hana, Maui and UHM – PBL teacher, School Administrator, Professor, Nonprofit Administrator	Executive Director of Teach Cambodia, Masters Degree, Doctorate of Philosophy (PhD)	Application Writer for Academic Plan Advisory Board for Alaka`i O Kaua`i Curriculum/Assessment Administration
Ms. Sue Deuber	9 years - Charter School Principal Administration	Joining Hands Consulting Masters of Education – Special Education	Academic Consultant – Charter School experience and expertise Governance, Leadership

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 governing and advisory board members are all Kaua`i residents and active in the community. With Kaua`i being such a small island in population, (68,000), the community is very close knit with everyone knowing each other and working for the common good of the community. The island is very family oriented and has a motto, "One island, many people, all Kauaians". Wherever the school is located, it will be serving the whole island, for although the traffic is horrendous with only one main road, the areas of the island are short in actual miles from each other. DrB, a faculty member from the UHM Teacher Education program, was instrumental in the education of over 65 teachers who are presently teaching in the schools. Besides being a professor teaching many of the classes at UHM, she supervised the teacher candidates and worked closely with the mentor teachers, administrators, and staff of each of the nine Kaua`i elementary schools. When there is a staff development opportunity for the teachers, it is not uncommon to see all the teachers coming together from the different schools. Superintendent Bill Arakaki has expressed his support of Alaka`i and has included DrB with all his administrators from public, private, and charter schools that meet monthly, Kaua`i Educational Leadership Alliance (KELA).

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.

As mentioned previously, Alaka`i O Kaua`i has benefitted from the expertise of the Oahu consultants. The continued collaboration is demonstrated in the budget for on-going support, especially during the start-up year of the school. The superintendent has pledged his support for the upstart of the charter school. A very important Advisory Board member, Paul Zina, a Principal of a nearby elementary school has been instrumental in assisting the Academic team during the writing of the application and has confirmed his on-going and continued support for the school. Mr. Zina was available for any questions and shared resources in the way of information and suggested materials. With the island being small and a close-knit community, the government officials have also given their support and will assist the school in any way possible. In addition, if Mount Kahili is selected for the site of the schools, Knudsen Trust board members have expressed their cooperation in supporting the planning and establishment of the school and have supplied an informal MOU.

4. School Director.

The School Director is not known: Deleted sections 4.a,b,c,d per instructions. **Attachment II n/a**

If the school director is not known, a description that:

a. Discusses the characteristics of the school director that the proposed school will seek and an appropriate job description or qualifications and rigorous criteria, provided as **Attachment JJ (no page limit)**, that is designed to recruit a school director with the experience and ability to design, launch, and lead a *high-quality charter school* that will effectively serve the anticipated student population and implement the Academic Plan; and

The School Director Job description is provided as **Attachment JJ.**

b. Explains a clear and appropriate timeline that aligns with the proposed school's start-up plan and a comprehensive plan for a thorough recruiting and selection process where candidates will be screened using rigorous criteria.

There is a short timeline to acquire a highly qualified director but there has been high interest with at least three people wishing to apply for this position. The board established the following timeline:

Post position advertising on Craigslist - February 14, 2016

Applicants will submit application material – February 15, 2016 – March 15, 2016

Interviews – in person or by Skype – March 20 – April 30, 2016

Finalist Interviews: Week of May 2, 2016

This is a rolling hire, and the position will be filled once a qualified applicant is selected.

5. Management Team. 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:

The management team is not known: Deleted section 5a per instructions. **Attachment KK - n/a**

b. If not known, 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.

A description of the position for Business Manager is listed in **Attachment LL**. The timeline is as follows:

- Post application on Craigslist February 14, 2016
- Submit application – February 15 – March 31, 2016 Interviews – in person or by Skype Week of April 25, 2016
- Finalist Interviews: Week of June 2, 2016

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.

The governing board and the advisory board are made up of 11 members that work well together and complement each other with expertise and skills. What is lacking at the present time are two key members of the team, a school director and business manager that will play important roles in the successful implementation of the Organizational Plan. The chart has the 11 members who will make up the organizational team.

Alaka`i O Kaua`i Charter School Organization Team (governing and advisory board)

Director name	Human Resources (Staffing)	Financial	Academic Professional development	Fundraising	Performance Management	Facilities development	General operations management
Paul Zina (Principal)	X	X	X	X		X	X
Steve Martin - Oldfield	X	X		X		X	
Felicia Cowden	X	X	X	X			X
Dr. Yuriko Wellington	X	X	X	X	X	X	X
Robert Sherrill				X		X	
Samantha Shetzline		X			X		
Elizabeth Reeves	X	X					
Jacob Vogelgesang	X	X		X	X	X	X
Minna Freeman-Pritchard			X				
Maegan Sakai-teacher			X				
DrB Blackwell Educator	X		X	X	X		X

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 Criterion V.A.3), from such essential partners demonstrating these partners are committed to planning, establishing, and/or implementing the Organizational Plan.

Alaka`i O Kaua`i governing board, reached out to several consultants with expertise in education and charter schools. A team of three writers combined their efforts after receiving verbal and written input from the 16 board members comprising the governing board, the advisory board, and the non-profit board members. DrB Blackwell, presently adjunct faculty with University of Hawaii, Manoa, an Education Consultant, and serving as acting chair of the governing board and non-profit board will continue to serve the proposed school in the implementation of the Academic Plan. Two consultants that have been instrumental in the final planning of the Academic Plan has been Ms. Lynn Finnegan, past Executive Director of Hawaii Public Charter Schools Network and Dr. Yuriko

Wellington, who serves on our Advisory Board (see resume in Attachment W). Within the budget, there has been money set aside for the on-going support of contracted experts of Charter Schools management and implementation of not only, the academic plan but also the budget management.

With Kaua`i being a small island of only 68,000 people, it has been extremely important to have the support of local government leaders, our Department of Education, and neighboring schools including the two charter schools closest to us, Kanuikapono and Kawaikini. DrB has worked collaboratively with both directors of the two charter schools, Kahu Ipo Tores-Ka`uhane, Kahu Samuel Ka`auwai and Kumu Malia `Alilhilani Rogers. Hahu Samuel Ka`auwai made a video stating his strong support in assisting Alaka`i O Kaua`i Charter School as soon as they are approved. Hahu Ka`auwai has invited our Board members to visit his Board meetings and work with the community of Kawaikini Charter School. This collaboration will be extremely vital in assisting the start-up and implementation of Alaka`i O Kaua`i Charter School.

An extremely important member on Alaka`i O Kaua`i Charter School's Advisory Board has been Mr. Paul Zina, Principal of Ele`ele Elementary School. Mr. Zina has worked closely with Alaka`i O Kaua`i Charter School since the beginning in January 2014. As a member of the Advisory Board, he has expressed his ongoing commitment in helping with the implementation of beginning a new DOE public school here on Kauai.

Attachment HH will provide documentation of some of the support that Alaka`i O Kaua`i Charter School will receive from local government officials, education leaders, and consultants for the implantation of the academic plan.

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

One of the current governing board members is Samantha Shetzline who has expressed an interest in serving on the board for at least three years. She has been a board member for the Hawaii Society of CPAs since 2009. She has stated on her Board Information that "As a CPA, I am able to contribute knowledge of accounting, payroll, budgeting and financial statements to the governing body of the school." Although, Ms. Shetzline, is a very competent and skilled CPA, we are aware of her limited experience with charter school or even school budgets. She does have a five-year old daughter that she plans to enroll at the school and said her learning curve would probably be quick. In order to assure our application team of an experienced financial officer, we solicited the support of Ms. Lynn Finnegan who is quite versed in charter school financial management. We have put money into our budget to continue any service that Ms. Finnegan will be able to offer us.

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.

Samantha Shetzline, a CPA joined the governing board as an experienced board member working with Hawaii Society of CPAs. She stated, she has worked in the field of public accountancy since 2000 and operated her own CPA firm since 2008. She also stated that In her CPA practice, she not only prepared tax returns, but payroll, financial statements and budgets for many clients in various industries. Ms. Shetzline has said she can work with whomever is hired as a business manager and with our contracted consultant. The contracted consultant has been extremely important in working with the team to develop the budget and we have made sure there is money in the budget for ongoing support from our consultant.

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.

A description that identifies organizations, agencies, or consultants that are essential partners is included in **Attachment HH.**

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