



State Public Charter School Commission 2016-2017 Applicant Information Sheet

APPLICANT INFORMATION SHEET

I. Applicant Summary

Proposed School
Name: DreamHouse Ewa Beach
Opening Year: 2018-19 SY
Geographic Location: Ewa Beach
Grades Served Year 1: 6th
Grades Served at Capacity: 6,7,8,9,10,11,12
Mission: Our Mission is to co-empower children to be affirmed in their individual identities, grounded in and committed to our island culture and community, and equipped with a 21 st century leadership skill set to be leaders within our community and state.
Vision: Affirmed in identity, empowered in leadership, our graduates will be leaders of our island community.
<p>What unique educational opportunities will your school provide?</p> <ul style="list-style-type: none"> • SMALL SIZE: 100-student cohorts, per grade, for a more intimate culture than local district options (400+ students in 7th grade; 800+ in 9th grade); • INTENTIONAL FOCUS: our model is specifically focused on leadership and identity development, with an emphasis on building empowered advocates for local leadership and change; • ORIGINAL CURRICULUM: non-scripted, built in-house, rigorous, and grounded in a local context; • SCHOOL CULTURE: Student-led morning protocol during which students design and lead classmates in oli, opening, and intention-setting for the day - completely student-driven; • CLASSROOM CULTURE: student learning driven by inquiry-based lessons and pedagogy - instructional strategies grounded in support and guidance, not direct instruction or lecture; • LEADERSHIP COURSE: daily, 40-minute leadership and identity development course; • STUDENT CHOICE: daily, 30-minute self-directed learning time during which students self-select into content areas to engage in teacher-supported group work; • LEARNING PLAN: Individualized Learning and Development Plan (ILDLP) that students themselves manage offering each child to build out a portfolio to demonstrate proficiency and growth; • LEARNING DEFENSE: End-of-year presentation and defense for each child offers the opportunity to present learning and growth throughout the year in academics, leadership, and identity; this is the culminating project and experience to earn grade promotion.
<p>Describe the key components of the educational model, including a brief explanation of how it will drive success for the identified student population.</p> <p><i>DreamHouse is an inquiry-based educational program focused on local leadership development and identity affirmation. It is informed by years of teaching in and learning from the 'Ewa Beach community. It places students at the center of a learning experience influenced by specific goals, outcomes, and supporting elements, and shaped directly by four primary areas of focus:</i></p>

(1) A locally developed curriculum grounded in Hawaii and contextual learning highlights our commitment to connecting with Ewa Beach’s children and families, and building a school around context, local knowledge, our islands, and the very real challenges and opportunities that exist.

(2) Production-based assessments and learning benchmarks - Our children are producers; they are resilient; they each need and deserve an opportunity to put on display their potential and passion, which is why learning and growth will be directly measured by assessments that are about students and allowing each to demonstrate (publicly) content mastery.

(3) Inquiry-driven learning environments - Questions, exploration, growth, and an appreciation for the process of learning, our learning environments and classrooms will be places of productive struggle, within the Zone of Proximal Development, encouraging children from 11 to 18 years old to take risks and push their own learning edge.

(4) Dynamic teaching staff diverse instructional strategies - Teachers who bring positivity and energy to the classroom, while seeing themselves as guides and supporters of learning, placing students at the center of all developmental experiences, our educators will leverage culturally responsive, progressive teaching and learning strategies to support growth.

This model will drive success for children in Ewa Beach because it was designed with and specifically for children in Ewa Beach, highlighting areas that were deemed critical through our years of teaching, partnership, and listening including, but not limited to identity affirmation, contextual learning, culture, maximizing potential, and developing leaders.

Describe the expected outcomes for the students in both the short run—after they graduate from your school—and in the long run as adults.

Short run: our graduates will know and own their voice, they will be empowered to make conscious choices between higher education options and career pathways, and they will have a vision to leading and affecting change in Hawai’i. They will graduate having shown considerable growth and ownership across our five core competencies: voice, commitment to community, servant leadership, identity, and consciousness. Our graduates will have completed all necessary requirements to earn a BOE-aligned high school diploma, will have been accepted to at least one college or university, and will have the requisite knowledge and skills to compete for and perform in local employment opportunities.

Long run: our graduates will have economic freedom and mobility, local leadership roles, and a continued commitment to positive community impact. Our graduates will also see themselves as the caretakers of the rising generation, responsible for passing down stories and lessons, while also making room for new voices and leadership; this is where servant leadership through agency, advocacy, and a commitment to positive change is exercised.

Proposed School Description		
School Model Specialty (check all that apply)	<input type="checkbox"/> Alternative <input type="checkbox"/> Arts <input type="checkbox"/> Career and Technical Education <input type="checkbox"/> Cultural Focus <i>(specify):</i> Click or tap here to enter text. <input type="checkbox"/> Disability <i>(specify):</i> Click or tap here to enter text.	<input type="checkbox"/> Language Immersion <i>(specify):</i> Click or tap here to enter text. <input type="checkbox"/> Montessori <input type="checkbox"/> STEM <input type="checkbox"/> Virtual or Blended Learning <input checked="" type="checkbox"/> Other <i>(specify):</i> Inquiry-based focusing on identity and leadership development

If the applicant is contracting or partnering with a Service Provider, fill out the table below.

Service Provider Information <i>(if applicable)</i>	
Service Provider (includes existing charter school operators)	Name: Click or tap here to enter text. Primary Contact: Click or tap here to enter text. Mailing Address: Click or tap here to enter text. Phone: Click or tap here to enter text. Email: Click or tap here to enter text.

Does the applicant, any members of the Applicant Governing Board, or any Service Providers of the applicant have charter school applications under consideration by any other authorizer(s) in the U.S.?

Yes *(if so, complete this table, adding lines as needed)* No

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does the applicant, any members of the Applicant Governing Board, or any Service Providers of the applicant have any new schools scheduled to open in the U.S. in the next five years?

Yes *(if so, complete this table, adding lines as needed)* No

State	Authorizer	Proposed School Name	Grades Served	Opening Date

II. Identifying Information

The following questions are intended to identify whether certain requirements and criteria within the Application Requirements and Criteria need to be addressed.

1. Is the applicant proposing to convert an existing DOE school into a charter school?

Yes No

If the answer is to question 1 “Yes,” the applicant must address all requirements and criteria specifically for Conversion applicants only.

2. Does the proposed school offer a program that uses a *virtual learning* model, as defined in the RFP, with students typically receiving fewer than five hours per week of face-to-face instruction?

Yes No

3. Does the proposed school offer a program that combines a *virtual learning* model, as defined in the RFP, with face-to-face instruction in a manner such that the virtual learning activities enhances and/or transforms the instructional model?

Yes No

4. Does the proposed school use *virtual learning* in any way, either during or after the school day?

Yes No

If the answer is “Yes” to either question 2, 3, or 4, the applicant must address all requirements and criteria specifically relating to *virtual and blended learning programs*.

5. Does the applicant currently operate charter schools in Hawaii or any other state?

Yes No

6. Will there be a third-party that provides a significant amount of assistance with educational services to the proposed school?

Yes No

7. Will there be a third-party that provides a significant amount of business services (back-office services, school operations, etc.) to the proposed school?

Yes No

If the answer is “Yes” to either question 5, 6, or 7, the applicant must address all requirements and criteria specifically for Service Providers in Section II.I of the Application Requirements and Criteria.