Exhibit 1: Enrollment Plan

Grade Level	Number of Students											
	Year 1 2018-19		Year 2 2019-20		Year 3 2020-21		Year 4 2021-22		Year 5 2022-23		Capacity 2024-25	
Brick & Mortar/ Blended vs. Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual
K												
1												
2												
3												
4												
5												
6	100		100		100		100		100		100	
7			100		100		100		100		100	
8					100		100		100		100	
9							100		100		100	
10									100		100	
11											100	
12											100	
Subtotals	100		200		300		400		500		700	
Totals	**100**		**200**		**300**		**400**		**500**		**700**	

W·I·N·H·E·C

World · Indigenous · Nations · Higher · Education · Consortium

30 September, 2016

To: Alex Teece, Principal
        Dream House PCS

From: Dr. Keiki Kawaiʻaeʻa, Co-Chair, Board of Affirmation/Accreditation

Subj: WINHEC Accreditation Letter of Intent Approval for Dream House PCS

On Sept 28, 2016 the WINHEC Board of Accreditation/Affirmation met in Ōtaki, Hawaiʻi at the Te Wananga o Raukawa to consider applications from potential candidates for WINHEC accreditation, per the criteria outlined in the WINHEC P-12 Education Accreditation Handbook (3rd Edition). Based on the review and report of the WINHEC Board of Accreditation and your team's verbal presentation to the Board, we are pleased to inform you that the following actions were taken by the Board of Affirmation/Accreditation:

BoA action:
The WINHEC Board of Accreditation hereby approves the Dream House PCS Letter of Intent as submitted to the WINHEC Board of Affirmation/ Accreditation, and that the Dream House PCS are encouraged to proceed to develop their Eligibility Application in preparation for a WINHEC Self-Study the following year .

We commend you and your team for the high degree of cultural and professional integrity reflected in your verbal presentation to the WINHEC Board. Please let us know if we can be of assistance as you move forward with your programs.

Sincerely,

cc: Dr. Ray Barnhardt, Co-chair, Board of Affirmation/Accreditation
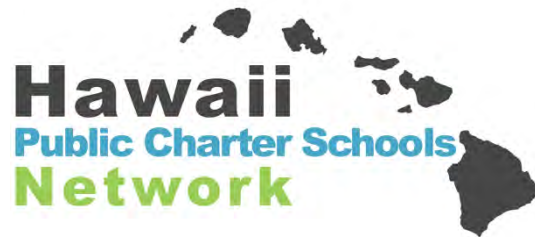
December 27, 2016

Catherine Payne, Chairperson
Ernest Nishizaki, Vice Chairperson
Hawaiʻi Public Charter School Commission

Mitch D'Olier, Chairperson
Jill Baldemor, Vice Chairperson
Applications Committee
Hawaiʻi Public Charter School Commission

Sent Via Electronic Mail: commission.mail@spcsc.hawaii.gov

Re: Support for DreamHouse Ewa Beach Application

Aloha Chair Payne, Vice Chair Nishizaki, and Commissioners:

This Hawaiʻi State Charter Schools Network (HPCSN) supports the application for DreamHouse Ewa Beach. Charter public schools in Hawaiʻi provide choice for families and students in public education. Charter public schools fill a choice gap and specific needs for the communities in which they will serve.

There is a strong need for an additional educational program and for public school choice in Ewa Beach, one of the fastest growing communities in the state. If approved, this would be the first charter public school serving the Ewa Beach community.

DreamHouse Ewa Beach's team of educators have dedicated their deep commitment to the area and bring significant community engagement, teaching and leadership experience to hit the ground running once approved.

DreamHouse Ewa Beach will offer students and educational focus on identity and leadership development with specific schedule, leadership programming and curriculum designed to engage students in a 7-year leadership and identity building journey. Their rigorous, four-year college/university and career readiness focus also places an emphasis help children gain skills and knowledge on how to be local, servant leaders that are committed to their community.

DreamHouse Ewa Beach would help alleviate overcrowding at the middle school and particularly at the high school level and offer another public education option for families from either side of Fort Weaver Road.

In my visits to charter schools around the state, I am struck by the importance of preserving and promoting school choice for families and students that are seeking different options in public education. Having a school choice options are critical for some that are seeking a different curriculum model or wish to have an alternative in their learning experience.

Bottom line, our charter public schools fill a pent up need in our communities, which is why we are supporting the application of DreamHouse Ewa Beach.

HPCSN works to support its member charter public schools and to be a voice for children and families that seek choice in an independent public school setting. We appreciate the opportunity to provide support on their behalf.

Sincerely,

Jeannine Souki
Executive Director
Hawai'i Public Charter Schools Network

Hawaii Modular Space

AN OPERATION OF WILLIAMS SCOTSMAN

HAWAII MODULAR SPACE
91-282 Kalaeloa Blvd.
Kapolei, HI 96707
Tel: 808.682.5559
Fax: 808.682.5199

To: Commissioners, State Public Charter School Commission
From: Michael Rabang, Operations Manager/RME
Date: January 10, 2017
Subject: Support of DreamHouse Ewa Beach Public Charter School Initiative

Dear Commissioners,

Please accept this letter of support as an indication of our commitment to fully explore potential facility options through a partnership with DreamHouse Ewa Beach. DreamHouse Ewa Beach and Hawaii Modular Space have engaged in multiple conversations around need and possibility within the Ewa Beach area. Population growth and development has put tremendous pressure on the Campbell-Kapolei complex; schools are over capacity, resources are limited, and the educational options that exist are facing tremendous headwinds. We hope that our innovative solutions can help DreamHouse Ewa Beach get off the ground and move towards facility sustainability.

Hawaii Modular Space is a licensed General Contractor in the State of Hawaii who specializes in modular construction. They have provided numerous modular educational facilities in the State of Hawaii for more than 25 years.

I am confident that DreamHouse Ewa Beach and Hawaii Modular Space can explore viable, sustainable options to support the children of Ewa Beach. Thank you for your time and consideration and please reach out with any questions at all.

Michael Rabang
Operations Manager/RME
Hawaii Modular Space, a Division of Williams Scotsman, Inc.
Contractor's License Number: BC-27670
Email: mrabang@willscot.com

January 14, 2017

To Whom It May Concern:

Please accept this letter in support of DreamHouse Ewa Beach, and acknowledgement of our intention to explore partnerships with this charter school team to serve the children, families, and community of Ewa Beach.

Our firm, Anderson Anderson Architecture, has been involved with the design and construction of award-winning prefabricated building projects for more than 20 years, including a number of school building projects very similar to what is envisioned for the Ewa Beach Charter school.

Most specifically, we are the architects who designed the Zero Net Energy Relocatable Classroom for Ewa Beach Elementary in the same general neighborhood. Our team was selected for that project through a competitive RFP process by the State of Hawaii Department of Education. The building was completed approximately three years ago and is in a post-occupancy evaluation phase, and it is proving that the building is outperforming expecations, and returning far more energy than it consumes. The design has received numerous international awards and has been widely published. Other recent clients for our prefabricated school classrooms include Harvard University, and Tufts University. All these projects and more of our work can be seen on our website www.andersonanderson.com.

Our ongoing discussions with the leaders of the DreamHouse Ewa Beach charter school team have developed a vision of building on the experience and information of our previous education building projects, with a new concept of permanent relocatable school components that can expand and relocate as the school achieves its planned phases of development. We believe that this approach to resource stewardship can be an effective strategy for maximizing the growth opportunities for the project, while providing state-of-the-art facilities from day one of operations. Through a team approach to innovation, we hope to work with the school development team to create exciting new models for educational facilities excellence.

We strongly support the DreamHouse Ewa Beach development team, and look forward to contributing our experience and enthusiasm to this exciting project.

Sincerely,

Peter Anderson, M.Arch., Harvard GSD 1988, Licensed Architect in Hawaii, Washington, and California

Principal, Anderson Anderson Architecture

Fellow, American Institute of Architects; Fellow, Modular Building Institute

ANDERSON ANDERSON ARCHITECTURE

90 Tehama Street
San Francisco, CA 94105
tel: 415 243-9500
fax: 415 520-9522
aaa@andersonanderson.com
www.andersonanderson.com

page 1

January 9, 2016

Dear Chairwoman Payne & Commissioners,

Please accept this letter as intention to explore a partnership with DreamHouse Ewa Beach, a community charter school initiative in Ewa Beach.

DreamHouse Ewa Beach would start next summer, 2018, with 100 6th graders. The DreamHouse team has committed to providing healthy, reasonable breakfast and lunch options for their children, and has engaged The Daily Lunchbox as a potential partner in this mission.

The Daily Lunchbox is a local company dedicated to providing fresh, nutrient-dense, minimally processed food to its young clients. Its mission is to help fuel young bodies so they have the energy they need to power through their school day and to help promote the idea that wholesome food can taste good.

We look forward to continued exploration of a partnership to support DreamHouse Ewa Beach and the children of the community.

Sincerely,

Cathy Stathakos
Owner
The Daily Lunchbox

cades schutte

Trever K. Asam
Direct Line: (808) 521-9274
Direct Fax: (808) 540-5023
E-mail: tasam@cades.com

January 5, 2017

Chairwoman Catherine Payne and Commissioners
State Public Charter School Commission
1111 Bishop St. Suite 516
Honolulu, HI 96813

Re: DreamHouse Ewa Beach Public Charter School

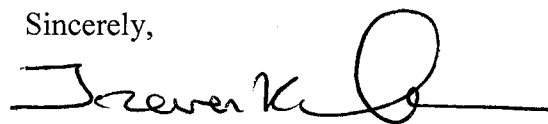Dear Chairwoman Payne and Commissioners:

I am writing in support of the proposed DreamHouse Ewa Beach Public Charter School.

The school, if approved, would meet a critical need for Ewa Beach families and students. Campbell High School currently serves a huge—and booming—population in Ewa Beach. In spite of the best intentions of lawmakers and education leaders, new facilities cannot be brought online in this area fast enough. This overcrowded situation presents both physical challenges to Campbell's administrators—such as the basic question of where to put everyone—as well as pedagogical challenges in serving the individual and collective educational needs of almost 3000 students. The situation is unsustainable and the creation of a new school to serve the Ewa Beach neighborhood would offer a measure of relief.

I am further confident in the school's success because of the involvement of individuals such as Meilan Akaka. I first met Ms. Akaka in Washington, DC, in meetings with White House and U.S. Department of Education officials. Ms. Akaka attended those meetings as a representative for Teach For America, Hawaii, and superbly represented tha organization. During the meetings, she drew upon her experiences as a Native Hawaiian woman in articulating the importance of incorporating cultural values in classroom lessons and eloquently tied her personal story to specific policy objectives. For a school that seeks to build itself around concepts of identity and culture-based education, I can think of no one better than Ms. Akaka. Others involved with the application such as former teacher and practicing attorney Zach DiIonno lend additional smarts, work ethic, and community relationships to the team.

I believe this will be a school that marries the needs of the community with the capacity of its leaders; I hope it is approved.

Sincerely,

Trever K. Asam

C S

EDUCATION MODIFIED

December 29, 2016

Melissa Corto
Education Modified
218 Summer Street, 2nd FL
Boston, MA 02210

Dear Chairwoman Payne & Commissioners,

Please accept this letter of support and interest in partnering with DreamHouse Ewa Beach Public Charter School to support the growth and development of their children, especially those with learning challenges and Individualized Education Plans (IEP's).

I recently spoke with Alex Teece regarding the DreamHouse Ewa Beach vision, Response to Intervention (RTI) model, and overall philosophy in supporting children with special needs. Their mission and strategy is aligned to our work at Education Modified. Education Modified is a growing educational technology company focused on making real-time recommendations and responsiveness to children's needs a natural and seamless process for educators, directly integrated into their teaching pedagogy, planning, and instructional practice. Our services and offerings include:

- Hundreds of instructional strategies that align to skill gaps and standards, including SEL, Transition, and Executive Functioning, as identified in real-time data analysis (Common Core aligned)
- A Learning Biography that breaks down effective strategies for students, among other success indicators and progress measures as part of a personal portfolio.
- Hands-on consulting to partners around student support and teacher needs.

Our mission is to leverage technology to provide educators with job-embedded, research-based professional development and instructional strategies that increase collaboration and ultimately student outcomes. I believe there is alignment and opportunity to collaborate with DreamHouse Ewa Beach's vision of providing real-time, extensive support to all learners through a diverse approach to teaching and learning.

Thank you for your time. Please feel free to reach out with any questions.

Sincerely,

Melissa Corto
Co-Founder and CEO
Education Modified

January 6, 2017

Dear Chairwoman Payne & Commissioners,

Please accept this letter of support for the DreamHouse Ewa Beach community charter school initiative, as well as the DreamHouse Ewa Beach team.

I first met Alex Teece in Aotearoa this past fall at the WINHEC global conference (World Indigenous Nations Higher Education Consortium). Alex was there on behalf of the DreamHouse team, alongside of Aunty VerlieAnn Malina-Wright and other educators focused on holistic and culture-based education for our islands' children. I was very impressed with Alex's character, his hard work, dedication and patience in any situation!

Alex spoke about DreamHouse and the vision and mission of his team – to build a school of choice focused on leadership and identity development, empowering local kids to serve and lead our island community. The DreamHouse team is comprised of local educators and community leaders, parents and people who are deeply committed to serving and developing the character, potential, and opportunities of children from Ewa Beach. I am supportive of this as a Keiki O Ka 'Aina Board of Director and parent as well.

DreamHouse Ewa Beach has the potential to be a great partner for Keiki O Ka 'Āina in Ewa Beach as well as DreamHouse aims to serve children, families, and the community of Ewa Beach in a holistic and enriching way that honors and perpetuates the culture of families and the community. This is one of the reasons that DreamHouse's letter of intent has been accepted to WINHEC, as they strive to serve all kids in Ewa Beach while at the same time honoring and perpetuating the culture of the community.

Thank you for your consideration of DreamHouse Ewa Beach; this is a committed team of educators and a school that will serve all families.

Mahalo,

Keiki Mora
Keiki O Ka 'Aina -Board of Directors

"Educating Children, Strengthening Families, Enriching Communities, Perpetuating Culture"
Keiki O Ka `Aina Family Learning Centers 3097 Kalihi Street Honolulu, HI 96819 /Phone: 843-2502 Fax: 843-2572 www.koka.org

January 15, 2017

Dear Chairwoman Payne & Commissioners,

Please accept this letter of support for the DreamHouse Ewa Beach community charter school initiative, as well as the DreamHouse Ewa Beach team.

I first met Alex in Aotearoa this past fall at the WINHEC global conference (World Indigenous Nations Higher Education Consortium). Alex was there on behalf of the DreamHouse team, alongside of Aunty VerlieAnn Malina-Wright and other educators focused on holistic and culture-based education for our islands' children.

Alex spoke about DreamHouse and the vision and mission of his team – to build a school of choice focused on leadership and identity development, empowering local kids to serve and lead our island community. The DreamHouse team is comprised of local educators and community leaders, parents and people who are deeply committed to serving and developing the character, potential, and opportunities of children from Ewa Beach. I am supportive of this as an educator and parent as well. I am also very impressed by Alex and his knowledge of this community as well as his passion for this project.

Keiki o Ka Aina has been actively involved serving families in Ewa for over 15 years. We started providing early childhood programs at Ewa's district parks, Ewa Elementary, Ewa Community Church, and now we partner with the Department of Health to provide home visiting to the most at-risk families. We also provide services to homeless families and partner with other community programs to provide comprehensive early childhood programs to families in the Ewa area. We see the DreamHouse Ewa Beach as a wonderful future partner that can be a place for our families to transition into to provide a continuum of care. The community is in need of programs that have the vision and passion that this program will bring to the community and we stand in strong support of the application.

Thank you for your consideration of DreamHouse Ewa Beach; this is a committed team of educators and a school that will serve all families.

Mahalo,

Momi Akana
Executive Director
Keiki O Ka Aina Family Learning Centers

"Educating Children, Strengthening Families,
Enriching Communities, Perpetuating Culture"
Serving Hawai'i's Families for 20 Years

January 5, 2017

Dear Chairwoman Payne & Commissioners,

During the summer of 2016, Alex Teece worked with Boston Schools Fund as an Education Pioneers Fellow. Boston Schools Fund supports and funds the growth of high-quality, high-demand schools of all types in the Boston area. We raise money from foundations, institutions, and individuals and offer competitive grants to schools in and around the city, while growing and supporting a portfolio of high-performing schools.

Alex worked with us this summer and was able to see first-hand our process of due-diligence, grant-making, and portfolio management. He worked on projects that offered him access to large educational funders across the country as he learned about strategic, philanthropic investment from the funder perspective.

We knew this would help Alex and his team as they launch their school. He understands first hand the rigor that goes into a foundation's due diligence, as well as the impact philanthropy has on strategy and growth. We were glad to help equip him with an additional set of tools, a new perspective, and connections to school funders from across the country.

I write this letter in support of Alex, his team, and the work they hope to do for kids in Hawai'i. As CEO and Founder of Boston Schools Fund, and former Chief Operating Officer for a Roxbury Preparatory Charter School, I know first-hand the challenges of founding and operating organizations that incorporate fundraising into their business model. I believe Alex and the DreamHouse Ewa Beach team have the capacity and skills to earn the necessary funds to make this school a reality.

Thank you for your time and consideration.

Sincerely,

Will Austin
CEO and Founder
Boston Schools Fund

January 6, 2017

Dear Chairwoman Payne & Commissioners,

Please accept this letter of support for the DreamHouse Ewa Beach community charter school initiative, as well as the DreamHouse Ewa Beach team. As a former Hawaii teacher in Central District and at Kamehameha Schools (KS), I see value-added in the DreamHouse charter school model submitted for Ewa Beach. From my teacher preparation program development work at UH College of Education in cooperation with KS and the Hawaii Department of Education, I support and welcome the high bar for teacher quality in the model that includes community engagement and cultural sensitivity.

I believe the initiative offers a focused and responsive plan for ensuring capacity in the schools to assist students' performance overall and particularly for selected cornerstones. DreamHouse Ewa Beach is focused on leadership and identity. These two cornerstones emerged during years of talk story activities and listening meetings with the community before and during the writing of this application.

The DreamHouse initiative reflects analysis and study of numerous pressures affecting Ewa Beach schools. For example, overcrowding is at an all-time high. However, reducing overcrowding, as this initiative would do, while necessary, the least part of the solution. DreamHouse would begin a 6th grade and build out to 12th grade, adding 700 new public schools seats to Ewa Beach. Importantly, students would be exposed to a rigorous, culturally sensitive curriculum within leadership and identity development experiences to encourage commitment to the Ewa Beach, Oʻahu, and Hawaiʻi community.

It is DreamHouse's educational programs and options for families and community members to engage and dialogue for the purpose of informing values-guided outcomes. This model of local, homegrown leadership development would be a welcome addition to the middle and high school public school landscape in our island community. As the core of DreamHouse, it would continue to be influential and integrated with program delivery and development.

DreamHouse includes a committed team of educators eager to serve Ewa Beach families. Thank you for your consideration during all phases of the review process.

Sincerely,

Stephanie Stoll Dalton

Stephanie Stoll Dalton, Ed.D.
Director of Development
CREDE Hawaii

Evidence of support from essential planning and implementation partners (Criterion V.A.3) from 2015-16 application

The following individuals have either pledged their continued support for DreamHouse Ewa Beach, offered an updated letter, or asked us to include their existing letter with our 2016-17 application.

January 29, 2016

State Public Charter School Commission
1111 Bishop St. Suite 516
Honolulu, HI 96813

Re: DreamHouse Ewa Beach Public Charter School

Dear Commissioners:

I am writing in support of the proposed DreamHouse Ewa Beach Public Charter School. The School, if approved, would meet a critical need for Ewa Beach families and students. I am confident of the School's success because of the involvement of Meilan Akaka, Zach DiIonno, and Alex Teece as board members.

I met Meilan Akaka in Washington, DC, in meetings with White House and U.S. Department of Education officials. Meilan drew upon her experiences as a Native Hawaiian woman in articulating the importance of incorporating cultural values in classroom lessons, then eloquently tied her personal story to specific policy objectives. She was purposeful and articulate—a voice that made others stop and listen. She was also inclusive and collaborative, drawing insight and commentary from all corners of the room. It was a pleasure to see her advocacy in action and I have been lucky to work with her on other projects over the last two years. With each project, I re-confirm my unwavering faith in her abilities.

I have known Zach DiIonno as a teacher, law student, and attorney. In each role, his work ethic, confidence and will inspired achievement by others. As a teacher, his students worked hard for him; as a law student, he led his fellow law students in fundraising for public interest projects. Now, as a private practice attorney, he sets an example through his diligence and advocacy. His hard work and determination make him a leader and role model; his willingness to share the fruits of his success lifts those around him.

I first worked with Alex Teece when he served as the Director of External Relations for Teach For America Hawaii. Alex was charged with answering questions about Teach For America raised during a series of meetings. Even as he produced granular details and statistics, Alex maintained a high-level perspective and used his role to shape the direction of the discussion. He impressed me not only with his preparation and organization, but also his steady demeanor throughout the project. We were successful because of him.

Seventeen years ago, I helped to open Paul Junior High Public Charter School as the first "conversion" charter school in Washington, DC. I know first-hand the organizational, coordination, and outreach challenges faced in building and sustaining a successful school. I know that meeting these challenges requires exceptional leaders. And I know that Meilan, Zach, and Alex are perfectly suited for the task.

Sincerely,

Trever K. Asam
Partner

C \;

⊿h Bank of Hawaii

July 21, 2016

Dear Commissioners,

My name is Norman Domingo and a Team Leader within Bank of Hawaii's Commercial Credit Group. During 2014-2015, I worked with Alex Teece as his manager while he was a Senior Analyst going through our credit-training program.

Alex joined our organization with an MBA in finance and corporate accounting, as well as investment banking experience. He continued to deepen his understanding of commercial lending and local finance through analyzing financial statements, building cash flows/debt-service models and contextualizing each deal through local and macro trends that affected Hawaii's local economy. During his time at Bank of Hawaii, Alex assisted with the credit administration and underwriting/analysis for new and existing credit relationships for various loan portfolios totaling $374 million in committed commercial credit exposure.

During spring 2015, Alex left the bank to participate in Harvard's School Leadership program on full scholarship with hopes of returning to Oʻahu, specifically Ewa Beach, to found a charter school. He has been working diligently with a group of friends and educators from the local community of whom he has known since his days in Teach for America.

I continue to be supportive of Alex as he pursues his dream of serving a community that has made a deep impact on his life and in turn becoming an exemplary leader he hopes to be here in the Hawaiian Islands.

Thank you for your time and consideration.

Sincerely,

Norman Domingo
Vice President
Bank of Hawaii

Educational
Innovation Institute

Tasha R. Wyatt, PhD

1120 15th Street, CJ 1020

Augusta, GA   30912

July 1, 2016

Dear Commissioners,

My name is Tasha Wyatt, and I am an educational researcher who studies culturally compatible education in indigenous communities around the world. Although I am no longer in Hawai'i, where I was raised since the time I was two, I am writing in support of Alex Teece, whom I worked with when he was in Teach for America. At the time we worked together, I was at UH Manoa assisting with the CREDE Program, a grant-funded project that assists teachers with implementing pedagogical strategies that draw on students' cultural and personal experiences. I have since left Hawaii, but continue my work in this area.

I write to provide some perspective on Alex that may be difficult to see, if not given the opportunity to get to know him on a personal and professional level. In 2009, when he was enrolled in our professional development program, I observed him teaching several times a month to rate him on his ability to teach culturally diverse children and enact a pedagogical model that has been researched extensively for its efficacy in teaching diverse students. It is this that I want to share in this letter.

When I first met Alex I wondered whether he would be a good fit for the students at Ewa Beach. Because the student population is so diverse, I feared his students would not be able to relate to him. Perhaps, what I feared most was that he would not realize that he needed to cross a great cultural divide to reach his students, and that I would need to convince him of the importance in doing so.
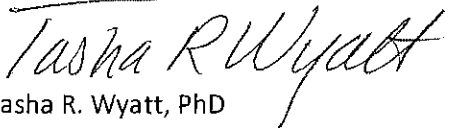
However, what I found was an intense desire to make his lessons culturally and personally meaningful for his diverse students. He reached out to his students on a conceptual level using examples from their experiences living in Ewa Beach. He made on-going curricular connections throughout his lessons, seemingly understanding how to do this in a way that seemed natural and effortless. I also noted that he had an innate ability to help students develop skills in self-regulation, such as goal-setting, reflection, and self-monitoring. From my observations, I realized that he was able to take students to places that they had until this point most likely not experienced in their schooling. His lessons were standards-based and he was eager to ensure that students were meeting their learning goals. As part of our professional experience together, I wrote and published an article on these observations, which you can find here: http://www.degruyter.com/view/j/mlt.2015.10.issue-1/mlt-2013-0026/mlt-2013-0026.xml. Alex is one of the teachers that is highlighted in this article because he was able to reach the highest level of contextualized learning.

As someone who grew up on the slopes of Haleakala, I have often been weary of outsiders and their interest in changing the places that I know intimately and care about deeply. However, I have found Alex

to be very interested in listening to others, collaborating on projects, and opening himself up for opportunities where he can learn from others. While clearly he is not from Hawai'i, he does have a sincere respect for education, the people in Hawaii, and most specifically, the children of Ewa Beach.

In this letter, I want to provide a different perspective on who Alex is from someone who still calls Hawai'i home, and works in culturally compatible education. Please feel free to reach out to me if you feel the need to talk more personally about Alex and what I believe he will bring to this Charter school.

Thank you,

Tasha R Wyatt

Tasha R. Wyatt, PhD

May 2016

Dear Commissioners,

I am expressing enthusiastic support for DreamHouse! In my thirty years as an educator, I would rank Alex Teece among the top 1% of graduate candidates that I have worked with and believe that he will be a wise and just school leader. I was fortunate to serve as the field supervisor and university advisor for Alex from 2008-2010 when he was a Master of Education in Teaching (MEDT) graduate candidate and teacher at Ilima Intermediate School in Ewa Beach. Alex completed a meaningful master level inquiry titled *An Action Research Inquiry on the Effects of Presenting Community Opinion to a 7th Grade Class in Hawaiʻi.* Alex never lost his passion to positively impact secondary student achievement in the Ewa community. It has been rewarding to watch Alex build on his University of Hawaii foundation and focus his Harvard graduate research on the creation of DreamHouse. He will be successful in uniting an effective team to enact the DreamHouse Matrix in Ewa Beach and will emerge as a leader among school leaders in Hawaii.

I have served as a teacher, middle level principal, teacher educator, Fulbright scholar and international education consultant and am confident that the philosophy and structure of DreamHouse is research-based, socially-just, developmentally appropriate and academically excellent. As a University of Hawaii teacher educator, I have hoped for a culturally-responsive school with an emphasis on identity formation for secondary students like DreamHouse is actualizing.

For over ten years I have placed and supervised graduate teacher candidates across the Hawaiian Islands in the MEDT program. I intend to place my candidates at DreamHouse beginning Fall 2017 so they can experience what an ideal school can be as part of their university field experience. These candidates already hold a bachelor degree and have passed the Praxis content area tests so they will serve as valuable supports to the DreamHouse Response to Intervention academic plan while they experience new possibilities as future classroom teachers.

On the Journey,

Dr. Deborah Zuercher

Dr. Deborah Zuercher
Professor
Institute of Teacher Education
College of Education
Zuercher@hawaii.edu 808.343.3989

1776 University Avenue, Wist Annex 2, Honolulu, Hawaiʻi 96822-2463
ITE Office Phone: (808) 956-4241 Facsimile: (808) 956-9808

An Equal Opportunity/ Affirmative Action Institution

Dear Commissioners -

My name is Kara Bobroff and I am Navajo and Lakota. I was raised in Albuquerque, New Mexico and began my education career teaching behaviorally disordered middle school students in Albuquerque Public Schools, later serving as an Assistant Principal at a low-income urban school for two years followed by four years at a "Distinguished School" in Marin County, CA.

In 2006, I helped launch the Native American Community Academy (NACA) as a community-led school in Albuquerque. It is the first urban charter school specifically focused on increasing the number of Native American students who choose the path of college - many as the first person in their family. By using a culturally-competent model, NACA students establish their path toward success.

As one of the founders and principal of NACA, I've seen and experienced first hand the power of a school dedicated to producing students who are academically prepared, secure in their identity as Indigenous youth and holistically healthy. Since inception, NACA grew from a middle school, then added a high school, and has now graduated three senior classes. Of graduates, 90-95% of were accepted to colleges and universities, with Yale, Brown, Cornell, University of New Mexico, and Princeton among higher education institutions.

Our school has been recognized by the National Association of Secondary School Principals as a Breakthrough School, among other notable commendations, and has received early growth capital to identify "what works" and share best practices. NACA's student body is diverse with many cultural and ethnic backgrounds represented, including students from more than 60 different tribes. NACA integrates culture, wellness, language, community, family, and preparation for college into each child's education, which integrates partnership with families and the larger NACA community.

We support all schools which are community designed and led - and which place special emphasis on honoring and fostering the Indigenous cultures and identities of our students. We owe it to the history of challenges in our Indigenous communities to blend educational best practices with deep community respect and shared vision, building schools which bring educational excellence and relevance for all Native communities.

I met Alex, Zach and Meilan in 2013 on an education-focused trip to the Bay Area; their passion for learning and doing whatever it takes to serve the children of their community is inspiring. Alex also visited NACA last spring and has mentioned to me that our focus on the identity and leadership potential of each of our students here at NACA has resonated with the many conversations he had with parents, students, educators, and leaders of his community. Having read through DreamHouse application he and his team submitted to the State of Hawai'i, it seems as though our vision for education, honoring our past, and preparing our young for the future, is aligned. I hope that their dream of building a school continues so that children can benefit from passionate educators like those I met in the Bay years ago. I look forward to continued engagement and sharing with the DreamHouse team.

In support -

Kara Bobroff
Founder and Executive Director
NACA and the NACA Inspired Schools Network

To: Commissioners, State Public Charter School Commission

From: Barbara Best, Director of Student and Fellows Programs, Harvard Kennedy School
         Center for Public Leadership

Date: January 29, 2016

Subject: Support of Alex Teece for his leadership in proposing the DreamHouse Ewa Beach
         Public Charter School Initiative

Dear Commissioners:

I am writing to attest to the enormous leadership potential of Alex Teece, who is a prestigious Zuckerman Fellow at the Harvard Kennedy School Center for Public Leadership. Created in 2005 by Mort Zuckerman, chairman and editor-in-chief of the *U.S. News & World Report*, the Zuckerman Fellowship provides scholarships and leadership development programming to outstanding students and emerging leaders who have or are pursuing degrees in business, law, or medicine to receive a master's degree at one of Harvard's public service schools: the Harvard Kennedy School; the Graduate School of Education; or the T. H. Chan School of Public Health. The Zuckerman Fellowship is highly selective, and our alumni are some of our nation's most promising emerging leaders, including Congressman Seth Moulton, a former Marine Corps infantry officer who was elected to Congress in 2014 from Massachusetts.

Alex has been an exceptional leader within the accomplished Zuckerman Fellows community. He is deeply committed to ensuring access to a high quality education for every child and has inspired Harvard faculty, staff and his fellow students in his efforts to create the proposed public charter school DreamHouse. In obtaining a Master of Education in School Leadership at the Harvard Graduate School of Education, Alex is wholly focused on gathering promising approaches and best practice that he can use to benefit the children of Ewa Beach. He is working tirelessly to create a locally governed, public school of choice within Ewa Beach that honors children's culture and heritage as the foundation for leadership development and for helping children realize their full potential and live their values in Hawai'i.

I have seen firsthand Alex's leadership in engaging the community of Zuckerman Fellows as partners to strengthen public education in historically marginalized communities. During a recent field experience trip to the Rio Grande Valley region of South Texas along the Mexican border, Alex led a visit to IDEA public schools, an impressive public charter school network that serves 20,000 Texas students with the goal of getting 100% of students to and through

college. Alex arranged for a group of 25 Harvard Kennedy School staff and students to visit the flagship high school and international baccalaureate program in rural South Texas and facilitated a tour, conversations with administrators, teachers, college counselors and students that deepened our understanding of policy solutions and educational models to promote equity with excellence. By tapping his extensive network and knowledge of the education field, Alex inspired our graduate student leaders by showcasing excellent instruction, highly engaged students and impressive outcomes in getting first generation students from rural communities to and through college – our nation's premier anti-poverty strategy.

Alex seeks to bring this same focus on excellence with equity to his adopted home state of Hawai'i – but with a deep commitment to an educational model centered on identity and leadership, affirming children, and empowering them to be leaders committed to their local community and islands.

Alex is a person of strong moral character who is mission driven and deeply committed to providing an excellent, culturally competent, locally governed public school of choice within Ewa Beach. I am inspired by Alex and his team's passion for and commitment to DreamHouse and have great confidence in his integrity, character and leadership potential to serve the children of Ewa Beach.

Thank you for your time and consideration and please do not hesitate to contact me if you have any questions or need additional information.

Sincerely,

Barbara Best
Director of Student and Fellows Programs
Harvard Kennedy School Center for Public Leadership
79 John F. Kennedy Street, Box 124
Cambridge, Massachusetts 02138
Phone: 617-496-5906
FAX: 617-496-3337
barbara_best@hks.harvard.edu

To: Commissioners, State Public Charter School Commission
From: Jed Lippard, Ed.D., Harvard Graduate School of Education
Date: February 9, 2016
Subject: Support of Founding School Director and DreamHouse Ewa Beach Charter Initiative

Dear Chairwoman Payne and Commissioners:

Please accept this letter of support for Alex Teece, founding school director of the proposed public charter school, DreamHouse, designed to support the children of Ewa Beach.

Alex was a student in my Fall 2015 course Charter Schools - Issues of Practice and Policy in American Public Education at the Harvard Graduate School of Education. Alex brought with him energy, passion, and conviction around this project each and every class. He would often bridge our conversations to the Hawaiʻi context, many times staying after class to engage in deeper discussions with students and teaching staff around the Hawaiʻi education system, charter landscape, the Ewa Beach community, and the vision for DreamHouse. He offered insight, analysis, personal anecdotes, and hope with regard to Hawaiʻi's public schools. His final project was a 60-slide PowerPoint and 30-page paper on the proposed school that was presented to a panel of school leaders, colleagues, and high school students.

Through my work as a school founder, school leader, President of the Board of Directors of the Massachusetts Charter Public School Association, and professor at Harvard, I have come to appreciate the passion and potential of my students. Alex is someone who I believe is deeply committed to Hawaiʻi, to the children of Ewa Beach, and to the vision of affirming those children in their identities while empowering them as leaders. He proved it in my class, and I see him showing it by submitting this application as his next step towards opening this school.

Thank you very much for your time and consideration.

Jed Lippard, Ed.D.
Head of School, Prospect Hill Academy Charter School
Professor, Harvard Graduate School of Education

August 8, 2016

Dear Commissioners,

It was an honor to meet and engage with many of you on July 28th at the Application Committee meeting - thank you for the opportunity to share my experience, passion, and commitment to DreamHouse and the children of 'Ewa Beach.

I've been thinking about Dr. Hussey's comments regarding the details of DreamHouse's 15-page response to the Evaluation Team's report, and I wanted to highlight four essential elements:

- The DreamHouse academic model is grounded in the following three components: (1) standards mastery, (2) a culturally responsive curriculum, and (3) highlight differentiated classrooms. These three components align to our vision of empowering homegrown leaders.

- Our three main sets of standards - Common Core, Next Gen Science, and Hawai'i Content Performance III - are aligned to the State's STRIVE HI accountability framework and are vertically aligned throughout DreamHouse, as explained on Page 34 of the DreamHouse application.

- Our classroom environments are built with curriculum from University of Hawai'i's Curriculum Research and Development Group (CRDG). From voyaging units in Hawaiian Studies to ocean-based science workshops, CRDG supports and drives learning in a local, culturally responsive way that supports our students' sense of self and commitment to home.

- Explained in our application are over 40 instructional strategies that will support learning and development in our clasrooms. A sample unit plan (Attachment D), a day in the life of a student (Attachment E), and page 20 of our application offers examples and imagery of DreamHouse classrooms; a clear vision for the implementation of our DreamHouse model is detailed throughout the application.

As a seasoned school leader, I know that a written plan is only as good as the people putting it into action. DreamHouse is comprised of educators and leaders who are experienced, skilled, and passionate about using their classroom and community knowledge to cultivate homegrown leaders in a smaller, more personalized environment. I am happy to continue supporting and developing this team to make a DreamHouse education possible for the children of 'Ewa Beach.

Mahalo Nui,

Jane

Jane Henzerling

College of Education
Institute for Teacher Education

August 2016

Dear Chairwoman Payne, Vice Chair Nishizaki, and Commission Members,

My name is Dr. Jon Yoshioka and I am the Director of the Master of Education in Teaching Program at the College of Education at the University of Hawaiʻi. I have worked with Alex and members of the DreamHouse team dating back to 2008. I have also been colleagues with Dr. Zuercher, who is a founding member of the DreamHouse team, for over 10 years; you'll hear from her next.

I believe that the creation of a charter school in the Ewa Beach community is both timely and necessary as there is currently only one middle school on each side of Fort Weaver road and only one high school, James Campbell, which has the largest population of students in the state. DreamHouse would offer students in the community another sorely needed option to choose from.

I am in full support of the DreamHouse model – a leadership-development program built around University of Hawaiʻi's own CRDG curriculum as well as rigorous standards mastery and dynamic classrooms that teach and reach all children, no matter their learning needs. I have seen this model call upon many of the very strategies that Deb and I helped develop in members of the DreamHouse team, including a responsive model of support for children with special needs, local text and inquiry-based protocols, instilling growth mindsets in students through continuous improvement and reflection on work, and many of locally-grounded strategies that I know will work as part of this model. This school is grounded in research, developed through culturally responsive theory, and I believe it is ready and necessary for the children in Ewa Beach.

I strongly support this school and look forward to supporting the team as they grow the school and serve a severely overcrowded and understaffed complex on the west side.

Thank you.

Jon

Jon Yoshioka
Professor, College of Education
University of Hawaiʻi at Mānoa

1776 University Avenue, Wist Annex 2, Honolulu, Hawaiʻi 96822-2463
ITE Office Phone: (808) 956-4241 Facsimile: (808) 956-9808

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To: Commissioners, State Public Charter School Commission
From: Richard Chang, Stephen Cirasuolo
Date: February 3, 2016
Subject: Support of Alex Teece and DreamHouse Ewa Beach Public Charter School Initiative

Dear Chairwoman Payne and Commissioners,

Please accept this letter as support for Alex Teece, founding school director of the proposed public charter school, DreamHouse, designed to support the children of Ewa Beach. We are aware that population growth and development in the community where Alex taught is putting pressure on existing educational programs and that Alex is working alongside of educators, community members, and families to create new options.

Alex has joined us at the Josiah Quincy Upper School (JQUS) in Boston this year as a principal intern as part of his School Leadership Program at the Harvard Graduate School of Education. Josiah Quincy serves students predominantly from low-income backgrounds, delivering an International Baccalaureate curriculum to every child while preparing all for college and career success. The tenets of Alex's program focus on developing him to take agency, facilitate adult learning, lead across lines of difference, and promote equity within education. In addition to his graduate school focus, the State of Massachusetts requires him to 1) analyze data and plan improvement, 2) lead adult learning teams, 3) coach and observe teachers, and 4) engage family and community. Over the course of his time at Josiah Quincy Upper School, Alex has engaged in the following work:

- Serves in daily leadership role in one of two JQUS buildings, often serving as lead administrator in the building
- Coaches individual teachers in planning, lesson execution, and debrief
- Designed and is currently executing outreach program to parents and families within the community to better understand needs and to increase two-way dialogue
- Built literacy support program and protocol for 6th and 7th grade ELA cohort
- Leveraged fundraising skills to write a district-wide grant on behalf of JQUS
- Supports teachers by co-teaching and modeling lessons at times

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900 WASHINGTON STREET | BOSTON, MA 02111 | TEL: 617-635-1515 | FAX: 617-635-1524

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Boston Public Schools

- Engaged fully in our school-wide cultural competency training, offering support to administrators in development, execution, feedback, and integrating the training into the school's culture
- Working directly with students through corrective action and disciplinary protocol, as well as coaching, teaching, and supporting individual learning
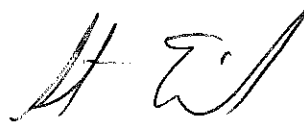
We believe that Alex is on a pathway to developing into the school leader that not only he wants to be, but that a school needs. He brings passion, energy, and commitment to his work, and it has showed at our school and we believe it will carry into his work in Hawai'i. We are happy to be coaching and supporting him in his growth and development as a person and as an aspiring school leader.

Should you have any questions at all, please feel free to contact us at (617) 635-8940. Thank you for your time.

Sincerely,

Richard Chang
Headmaster
Josiah Quincy Upper School

Stephen Cirasuolo
Headmaster
Josiah Quincy Upper School

Campbell-Kapolei Complex		General Education													Total	Special Education			Total	Grand Total	Pre-K	
		K	1	2	3	4	5	6	7	8	9	10	11	12		K-6	7-8	9-12			Sped	RegEd
251	BARBERS POINT	70	64	63	76	75	87	-	-	-	-	-	-	-	435	41	-	-	41	476	9	-
252	CAMPBELL HI	-	-	-	-	-	-	-	-	-	804	698	722	611	2,835	-	-	290	290	3,125	-	-
254	EWA BEACH EL	91	126	73	103	104	105	125	-	-	-	-	-	-	727	53	-	-	53	780	17	-
253	EWA EL	157	163	97	154	163	162	153	-	-	-	-	-	-	1,049	51	-	-	51	1,100	8	-
296	EWA MAKAI MID	-	-	-	-	-	-	-	448	437	-	-	-	-	885	-	72	-	72	957	-	-
280	HOLOMUA	136	154	109	160	167	189	188	-	-	-	-	-	-	1,103	81	-	-	81	1,184	16	-
293	HOOKELE EL	141	125	64	108	88	106	-	-	-	-	-	-	-	632	28	-	-	28	660	7	-
279	ILIMA INT	-	-	-	-	-	-	-	413	391	-	-	-	-	804	-	82	-	82	886	-	-
256	IROQUOIS POINT	89	89	62	81	101	81	70	-	-	-	-	-	-	573	59	-	-	59	632	27	-
281	KAIMILOA	83	96	60	94	92	90	107	-	-	-	-	-	-	622	36	-	-	36	658	16	-
282	KAPOLEI EL	123	139	97	155	130	165	-	-	-	-	-	-	-	809	74	-	-	74	883	24	-
292	KAPOLEI HI	-	-	-	-	-	-	-	-	-	517	469	443	356	1,785	-	-	235	235	2,020	-	-
291	KAPOLEI MID	-	-	-	-	-	-	403	432	400	-	-	-	-	1,235	57	110	-	167	1,402	-	-
294	KEONEULA	137	144	98	151	131	129	125	-	-	-	-	-	-	915	57	-	-	57	972	18	-
259	MAKAKILO	70	71	53	77	88	90	-	-	-	-	-	-	-	449	40	-	-	40	489	10	-
286	MAUKA LANI	105	91	59	101	91	103	-	-	-	-	-	-	-	550	71	-	-	71	621	19	-
269	POHAKEA	73	68	58	92	78	77	69	-	-	-	-	-	-	515	30	-	-	30	545	8	-
	Campbell-Kapolei	1,275	1,330	893	1,352	1,308	1,384	1,240	1,293	1,228	1,321	1,167	1,165	967	15,923	678	264	525	1,467	17,390	179	-

Campbell Sub-Complex		General Education													Total	Special Education			Total	Grand Total	Pre-K	
		K	1	2	3	4	5	6	7	8	9	10	11	12		K-6	7-8	9-12			Sped	RegEd
254	EWA BEACH EL	91	126	73	103	104	105	125	-	-	-	-	-	-	727	53	-	-	53	780	17	-
253	EWA EL	157	163	97	154	163	162	153	-	-	-	-	-	-	1,049	51	-	-	51	1,100	8	-
280	HOLOMUA	136	154	109	160	167	189	188	-	-	-	-	-	-	1,103	81	-	-	81	1,184	16	-
256	IROQUOIS POINT	89	89	62	81	101	81	70	-	-	-	-	-	-	573	59	-	-	59	632	27	-
281	KAIMILOA	83	96	60	94	92	90	107	-	-	-	-	-	-	622	36	-	-	36	658	16	-
294	KEONEULA	137	144	98	151	131	129	125	-	-	-	-	-	-	915	57	-	-	57	972	18	-
269	POHAKEA	73	68	58	92	78	77	69	-	-	-	-	-	-	515	30	-	-	30	545	8	-
	Elementary (7)	766	840	557	835	836	833	837	-	-	-	-	-	-	5,504	367	-	-	367	5,871	110	-
296	EWA MAKAI MID	-	-	-	-	-	-	-	448	437	-	-	-	-	885	-	72	-	72	957	-	-
279	ILIMA INT	-	-	-	-	-	-	-	413	391	-	-	-	-	804	-	82	-	82	886	-	-
	Middle (2)	-	-	-	-	-	-	-	861	828	-	-	-	-	1,689	-	154	-	154	1,843	-	-
252	CAMPBELL HI	-	-	-	-	-	-	-	-	-	804	698	722	611	2,835	-	-	290	290	3,125	-	-
	High (1)	-	-	-	-	-	-	-	-	-	804	698	722	611	2,835	-	-	290	290	3,125	-	-
	Campbell Sub-Complex	766	840	557	835	836	833	837	861	828	804	698	722	611	10,028	367	154	290	811	10,839	110	-

^ *DreamHouse Ewa Beach grades*   ^ *DreamHouse Grades* *
* *Only 6th grade from K-6 column*

Potential DreamHouse Ewa Beach Impact	6	7	8	9	10	11	12		6	7-8	9-12		Total
Total Students Per Grade	91	91	91	91	91	91	91		9	18	36		700
% of Sub-Complex Public School Students	11%	11%	11%	11%	13%	13%	15%		17%	12%	12%		11%

^ *Assuming complex average 9% Special Education popuation; so only 91% General Education*   ^ *Special Education*

DreamHouse Ewa Beach

Strive HI: Student Group Performance Report

Ewa El NCLB School Report SY 2015-16

Target	English Language Arts/Literacy				Math				Science				Retention Rate	
	Participation 95%		Meeting Standard 52 %		Participation 95%		Meeting Standard 42 %		Participation 95%		Proficiency 51 %		Objective <= 2 %	
	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?
All Students	98%	Yes	36%	No	99%	Yes	29%	No	99%	Yes	46%	No	0%	Yes
Disadvantaged	97%	Yes	28%	No	99%	Yes	21%	No	99%	Yes	35%	No		
Disabled (SPED)	95%	Yes		n/a	93%	No		n/a		n/a		n/a		
Limited English (ELL)		n/a		n/a		n/a		n/a		n/a		n/a		
Asian/Pacific Islander	98%	Yes	38%	No	99%	Yes	30%	No	100%	Yes	47%	No		
Black		n/a		n/a		n/a		n/a		n/a		n/a		
Hispanic	100%	Yes	21%	No	100%	Yes	19%	No		n/a		n/a		
Native American		n/a		n/a		n/a		n/a		n/a		n/a		
White		n/a		n/a		n/a		n/a		n/a		n/a		
Asian	97%	Yes	40%	No	100%	Yes	31%	No	100%	Yes	45%	No		
Pacific Islander	97%	Yes	36%	No	98%	Yes	26%	No		n/a		n/a		
Native Hawaiian	99%	Yes	29%	No	99%	Yes	24%	No		n/a		n/a		

If asterisked (*), results are suppressed to protect student identity in accordance with the Family Educational Rights and Privacy Act (FERPA).

This report replaces the earlier version posted on 9/24/15. This report now includes ELA and mathematics targets (aka, AMOs) and corresponding "Met" or "Not Met" outcomes where applicable. Proficiency rates may change for ELL and SPED subgroups due to the inclusion of Recently Exited students into the rate calculation when the target is not met by current ELL or SPED students alone.

Source of Displayed Percentage Value

i   ELL and ELL Exits Achievement Rate

ii SPED and SPED Exits Achievement Rate

Strive HI: Student Group Performance Report

Ewa Beach El NCLB School Report SY 2015-16

Target	English Language Arts/Literacy				Math				Science				Retention Rate	
	Participation 95%		Meeting Standard 52 %		Participation 95%		Meeting Standard 42 %		Participation 95%		Proficiency 51 %		Objective <= 2 %	
	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?
All Students	99%	Yes	63%	Yes	99%	Yes	50%	Yes	99%	Yes	61%	Yes	0%	Yes
Disadvantaged	100%	Yes	44%	No	100%	Yes	33%	No	100%	Yes	40%	No		
Disabled (SPED)		n/a		n/a		n/a		n/a		n/a		n/a		
Limited English (ELL)		n/a		n/a		n/a		n/a		n/a		n/a		
Asian/Pacific Islander	98%	Yes	61%	Yes	98%	Yes	52%	Yes	98%	Yes	64%	Yes		
Black		n/a		n/a		n/a		n/a		n/a		n/a		
Hispanic	99%	Yes	54%	Yes	99%	Yes	40%	No		n/a		n/a		
Native American		n/a		n/a		n/a		n/a		n/a		n/a		
White	100%	Yes	77%	Yes	100%	Yes	62%	Yes		n/a		n/a		
Asian	100%	Yes	60%	Yes	100%	Yes	54%	Yes	100%	Yes	67%	Yes		
Pacific Islander	91%	No		n/a	91%	No		n/a		n/a		n/a		
Native Hawaiian	99%	Yes	41%	No	99%	Yes	29%	No		n/a		n/a		

If asterisked (*), results are suppressed to protect student identity in accordance with the Family Educational Rights and Privacy Act (FERPA).

This report replaces the earlier version posted on 9/24/15. This report now includes ELA and mathematics targets (aka, AMOs) and corresponding "Met" or "Not Met" outcomes where applicable. Proficiency rates may change for ELL and SPED subgroups due to the inclusion of Recently Exited students into the rate calculation when the target is not met by current ELL or SPED students alone.

Source of Displayed Percentage Value

[i] ELL and ELL Exits Achievement Rate

[ii] SPED and SPED Exits Achievement Rate

Strive HI: Student Group Performance Report

Holomua El NCLB School Report SY 2015-16

Target	English Language Arts/Literacy				Math				Science				Retention Rate	
	Participation 95%		Meeting Standard 52 %		Participation 95%		Meeting Standard 42 %		Participation 95%		Proficiency 51 %		Objective <= 2 %	
	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?
All Students	100%	Yes	61%	Yes	99%	Yes	56%	Yes	100%	Yes	69%	Yes	0%	Yes
Disadvantaged	100%	Yes	50%	No	99%	Yes	46%	Yes	100%	Yes	65%	Yes		
Disabled (SPED)	99%	Yes	19% [ii]	No	99%	Yes	19% [ii]	No		n/a		n/a		
Limited English (ELL)		n/a		n/a		n/a		n/a		n/a		n/a		
Asian/Pacific Islander	100%	Yes	63%	Yes	99%	Yes	57%	Yes	100%	Yes	69%	Yes		
Black		n/a		n/a		n/a		n/a		n/a		n/a		
Hispanic	100%	Yes	52%	Yes	100%	Yes	44%	Yes	100%	Yes	61%	Yes		
Native American		n/a		n/a		n/a		n/a		n/a		n/a		
White	100%	Yes	65%	Yes	99%	Yes	68%	Yes		n/a		n/a		
Asian	100%	Yes	67%	Yes	100%	Yes	59%	Yes	100%	Yes	73%	Yes		
Pacific Islander	100%	Yes	40%	No	100%	Yes	46%	Yes		n/a		n/a		
Native Hawaiian	99%	Yes	45%	No	99%	Yes	43%	Yes		n/a		n/a		

If asterisked (*), results are suppressed to protect student identity in accordance with the Family Educational Rights and Privacy Act (FERPA).

This report replaces the earlier version posted on 9/24/15. This report now includes ELA and mathematics targets (aka, AMOs) and corresponding "Met" or "Not Met" outcomes where applicable. Proficiency rates may change for ELL and SPED subgroups due to the inclusion of Recently Exited students into the rate calculation when the target is not met by current ELL or SPED students alone.

Source of Displayed Percentage Value

[i]   ELL and ELL Exits Achievement Rate

[ii]   SPED and SPED Exits Achievement Rate

Strive HI: Student Group Performance Report

Iroquois Point El NCLB School Report SY 2015-16

Target	English Language Arts/Literacy				Math				Science				Retention Rate	
	Participation 95%		Meeting Standard 52 %		Participation 95%		Meeting Standard 42 %		Participation 95%		Proficiency 51 %		Objective <= 2 %	
	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?
All Students	100%	Yes	60%	Yes	100%	Yes	54%	Yes	100%	Yes	46%	No	0%	Yes
Disadvantaged	100%	Yes	45%	No	100%	Yes	39%	No		n/a		n/a		
Disabled (SPED)		n/a		n/a		n/a		n/a		n/a		n/a		
Limited English (ELL)		n/a		n/a		n/a		n/a		n/a		n/a		
Asian/Pacific Islander	100%	Yes	57%	Yes	100%	Yes	49%	Yes	100%	Yes		n/a		
Black		n/a		n/a		n/a		n/a		n/a		n/a		
Hispanic	100%	Yes	62%	Yes	100%	Yes	51%	Yes		n/a		n/a		
Native American		n/a		n/a		n/a		n/a		n/a		n/a		
White	100%	Yes	68%	Yes	100%	Yes	67%	Yes		n/a		n/a		
Asian	100%	Yes	69%	Yes	100%	Yes	57%	Yes		n/a		n/a		
Pacific Islander		n/a		n/a		n/a		n/a		n/a		n/a		
Native Hawaiian	100%	Yes		n/a	100%	Yes		n/a		n/a		n/a		

If asterisked (*), results are suppressed to protect student identity in accordance with the Family Educational Rights and Privacy Act (FERPA).

This report replaces the earlier version posted on 9/24/15. This report now includes ELA and mathematics targets (aka, AMOs) and corresponding "Met" or "Not Met" outcomes where applicable. Proficiency rates may change for ELL and SPED subgroups due to the inclusion of Recently Exited students into the rate calculation when the target is not met by current ELL or SPED students alone.

Source of Displayed Percentage Value

i ELL and ELL Exits Achievement Rate

ii SPED and SPED Exits Achievement Rate

Strive HI: Student Group Performance Report

Kaimiloa El NCLB School Report SY 2015-16

Target	English Language Arts/Literacy				Math				Science				Retention Rate	
	Participation 95%		Meeting Standard 52 %		Participation 95%		Meeting Standard 42 %		Participation 95%		Proficiency 51 %		Objective <= 2 %	
	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?
All Students	100%	Yes	38%	No	100%	Yes	34%	No	100%	Yes	43%	No	0%	Yes
Disadvantaged	100%	Yes	33%	No	100%	Yes	32%	No	100%	Yes	42%	No		
Disabled (SPED)		n/a		n/a		n/a		n/a		n/a		n/a		
Limited English (ELL)	100%	Yes		n/a	100%	Yes		n/a		n/a		n/a		
Asian/Pacific Islander	100%	Yes	39%	No	100%	Yes	35%	No	100%	Yes	41%	No		
Black		n/a		n/a		n/a		n/a		n/a		n/a		
Hispanic	100%	Yes	30%	No	100%	Yes	26%	No		n/a		n/a		
Native American		n/a		n/a		n/a		n/a		n/a		n/a		
White		n/a		n/a		n/a		n/a		n/a		n/a		
Asian	100%	Yes	42%	No	100%	Yes	38%	No	100%	Yes	50%	No		
Pacific Islander		n/a		n/a		n/a		n/a		n/a		n/a		
Native Hawaiian	100%	Yes	26%	No	100%	Yes	24%	No		n/a		n/a		

If asterisked (*), results are suppressed to protect student identity in accordance with the Family Educational Rights and Privacy Act (FERPA).

This report replaces the earlier version posted on 9/24/15. This report now includes ELA and mathematics targets (aka, AMOs) and corresponding "Met" or "Not Met" outcomes where applicable. Proficiency rates may change for ELL and SPED subgroups due to the inclusion of Recently Exited students into the rate calculation when the target is not met by current ELL or SPED students alone.

Source of Displayed Percentage Value

i   ELL and ELL Exits Achievement Rate

ii   SPED and SPED Exits Achievement Rate

Strive HI: Student Group Performance Report

Keoneula El NCLB School Report SY 2015-16

| Target | English Language Arts/Literacy | | | | Math | | | | Science | | | | Retention Rate | |
| | Participation 95% | | Meeting Standard 52 % | | Participation 95% | | Meeting Standard 42 % | | Participation 95% | | Proficiency 51 % | | Objective <= 2 % | |
	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?
All Students	99%	Yes	51%	No	99%	Yes	38%	No	99%	Yes	44%	No	0%	Yes
Disadvantaged	99%	Yes	43%	No	99%	Yes	30%	No	98%	Yes		n/a		
Disabled (SPED)	96%	Yes		n/a	96%	Yes		n/a		n/a		n/a		
Limited English (ELL)		n/a		n/a		n/a		n/a		n/a		n/a		
Asian/Pacific Islander	98%	Yes	52%	Yes	99%	Yes	38%	No	99%	Yes	49%	No		
Black		n/a		n/a		n/a		n/a		n/a		n/a		
Hispanic	100%	Yes	42%	No	100%	Yes	26%	No		n/a		n/a		
Native American		n/a		n/a		n/a		n/a		n/a		n/a		
White	100%	Yes	67%	Yes	100%	Yes	54%	Yes		n/a		n/a		
Asian	98%	Yes	56%	Yes	100%	Yes	42%	Yes	98%	Yes	56%	Yes		
Pacific Islander		n/a		n/a		n/a		n/a		n/a		n/a		
Native Hawaiian	97%	Yes	38%	No	97%	Yes	20%	No		n/a		n/a		

If asterisked (*), results are suppressed to protect student identity in accordance with the Family Educational Rights and Privacy Act (FERPA).

This report replaces the earlier version posted on 9/24/15. This report now includes ELA and mathematics targets (aka, AMOs) and corresponding "Met" or "Not Met" outcomes where applicable. Proficiency rates may change for ELL and SPED subgroups due to the inclusion of Recently Exited students into the rate calculation when the target is not met by current ELL or SPED students alone.

Source of Displayed Percentage Value

i   ELL and ELL Exits Achievement Rate

ii   SPED and SPED Exits Achievement Rate

Strive HI: Student Group Performance Report

Pohakea El NCLB School Report SY 2015-16

Target	English Language Arts/Literacy				Math				Science				Retention Rate	
	Participation 95%		Meeting Standard 52 %		Participation 95%		Meeting Standard 42 %		Participation 95%		Proficiency 51 %		Objective <= 2 %	
	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?
All Students	100%	Yes	44%	No	100%	Yes	46%	Yes	100%	Yes	54%	Yes	0%	Yes
Disadvantaged	100%	Yes	33%	No	100%	Yes	39%	No	100%	Yes	48%	No		
Disabled (SPED)		n/a		n/a		n/a		n/a		n/a		n/a		
Limited English (ELL)		n/a		n/a		n/a		n/a		n/a		n/a		
Asian/Pacific Islander	100%	Yes	43%	No	100%	Yes	45%	Yes	100%	Yes	57%	Yes		
Black		n/a		n/a		n/a		n/a		n/a		n/a		
Hispanic	100%	Yes	47%	No	100%	Yes	51%	Yes		n/a		n/a		
Native American		n/a		n/a		n/a		n/a		n/a		n/a		
White		n/a		n/a		n/a		n/a		n/a		n/a		
Asian	99%	Yes	50%	No	100%	Yes	52%	Yes		n/a		n/a		
Pacific Islander	100%	Yes	42%	No	100%	Yes	48%	Yes		n/a		n/a		
Native Hawaiian	100%	Yes	30%	No	100%	Yes	29%	No		n/a		n/a		

If asterisked (*), results are suppressed to protect student identity in accordance with the Family Educational Rights and Privacy Act (FERPA).

This report replaces the earlier version posted on 9/24/15. This report now includes ELA and mathematics targets (aka, AMOs) and corresponding "Met" or "Not Met" outcomes where applicable. Proficiency rates may change for ELL and SPED subgroups due to the inclusion of Recently Exited students into the rate calculation when the target is not met by current ELL or SPED students alone.

Source of Displayed Percentage Value

i   ELL and ELL Exits Achievement Rate

ii   SPED and SPED Exits Achievement Rate

Strive HI: Student Group Performance Report

Ewa Makai Mid NCLB School Report SY 2015-16

Target	English Language Arts/Literacy				Math				Science				Retention Rate	
	Participation 95%		Meeting Standard 52 %		Participation 95%		Meeting Standard 42 %		Participation 95%		Proficiency 51 %		Objective <= 5 %	
	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?
All Students	99%	Yes	54%	Yes	99%	Yes	36%	No	100%	Yes	39%	No	1%	Yes
Disadvantaged	98%	Yes	38%	No	97%	Yes	22%	No	100%	Yes	28%	No		
Disabled (SPED)	100%	Yes	14% ii	No	100%	Yes	19% ii	No		n/a		n/a		
Limited English (ELL)		n/a		n/a		n/a		n/a		n/a		n/a		
Asian/Pacific Islander	99%	Yes	54%	Yes	99%	Yes	37%	No	100%	Yes	38%	No		
Black		n/a		n/a		n/a		n/a		n/a		n/a		
Hispanic	99%	Yes	45%	No	99%	Yes	26%	No	100%	Yes		n/a		
Native American		n/a		n/a		n/a		n/a		n/a		n/a		
White	98%	Yes	61%	Yes	99%	Yes	43%	Yes	100%	Yes	64%	Yes		
Asian	99%	Yes	58%	Yes	99%	Yes	41%	No	100%	Yes	39%	No		
Pacific Islander	98%	Yes		n/a	100%	Yes		n/a		n/a		n/a		
Native Hawaiian	98%	Yes	40%	No	97%	Yes	21%	No	100%	Yes	28%	No		

If asterisked (*), results are suppressed to protect student identity in accordance with the Family Educational Rights and Privacy Act (FERPA).

This report replaces the earlier version posted on 9/24/15. This report now includes ELA and mathematics targets (aka, AMOs) and corresponding "Met" or "Not Met" outcomes where applicable. Proficiency rates may change for ELL and SPED subgroups due to the inclusion of Recently Exited students into the rate calculation when the target is not met by current ELL or SPED students alone.

Source of Displayed Percentage Value

i   ELL and ELL Exits Achievement Rate

ii   SPED and SPED Exits Achievement Rate

Strive HI: Student Group Performance Report

Ilima Inter NCLB School Report SY 2015-16

Target	English Language Arts/Literacy				Math				Science				Retention Rate	
	Participation 95%		Meeting Standard 52 %		Participation 95%		Meeting Standard 42 %		Participation 95%		Proficiency 51 %		Objective <= 5 %	
	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?
All Students	98%	Yes	49%	No	98%	Yes	27%	No	99%	Yes	28%	No	0%	Yes
Disadvantaged	98%	Yes	37%	No	97%	Yes	20%	No	99%	Yes	20%	No		
Disabled (SPED)	94%	No	17% ii	No	93%	No	6% ii	No		n/a		n/a		
Limited English (ELL)		n/a		n/a		n/a		n/a		n/a		n/a		
Asian/Pacific Islander	99%	Yes	49%	No	98%	Yes	26%	No	99%	Yes	27%	No		
Black		n/a		n/a		n/a		n/a		n/a		n/a		
Hispanic	99%	Yes	48%	No	98%	Yes	28%	No	100%	Yes	23%	No		
Native American		n/a		n/a		n/a		n/a		n/a		n/a		
White	97%	Yes	55%	Yes	97%	Yes	39%	No		n/a		n/a		
Asian	99%	Yes	54%	Yes	99%	Yes	33%	No	99%	Yes	30%	No		
Pacific Islander	97%	Yes	42%	No	99%	Yes	15%	No	100%	Yes		n/a		
Native Hawaiian	99%	Yes	35%	No	98%	Yes	15%	No	100%	Yes	19%	No		

If asterisked (*), results are suppressed to protect student identity in accordance with the Family Educational Rights and Privacy Act (FERPA).

This report replaces the earlier version posted on 9/24/15. This report now includes ELA and mathematics targets (aka, AMOs) and corresponding "Met" or "Not Met" outcomes where applicable. Proficiency rates may change for ELL and SPED subgroups due to the inclusion of Recently Exited students into the rate calculation when the target is not met by current ELL or SPED students alone.

Source of Displayed Percentage Value

i   ELL and ELL Exits Achievement Rate

ii   SPED and SPED Exits Achievement Rate

Strive HI: Student Group Performance Report

Campbell High NCLB School Report SY 2015-16

Target	English Language Arts/Literacy				Math				Science				Graduation Rate	
	Participation 95%		Meeting Standard 52 %		Participation 95%		Meeting Standard 42 %		Participation 95%		Proficiency 51 %		Objective >= 87 %	
	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?
All Students	95%	Yes	56%	Yes	96%	Yes	29%	No	92%	No	45%	No	89%	Yes
Disadvantaged	93%	No	46%	No	94%	No	22%	No	90%	No	38%	No	87%	Yes
Disabled (SPED)	83%	No	17% [ii]	No	87%	No	11% [ii]	No	88%	No	22% [ii]	No	70%	No
Limited English (ELL)		n/a		n/a		n/a		n/a		n/a		n/a		n/a
Asian/Pacific Islander	95%	Yes	54%	Yes	96%	Yes	29%	No	92%	No	43%	No	90%	Yes
Black		n/a		n/a		n/a		n/a		n/a		n/a		n/a
Hispanic	95%	Yes		n/a	95%	Yes		n/a	95%	Yes	54%	Yes	88%	Yes
Native American		n/a		n/a		n/a		n/a		n/a		n/a		n/a
White	94%	No	62%	Yes	94%	No	36%	No	87%	No	58%	Yes	79%	No
Asian	96%	Yes	58%	Yes	97%	Yes	33%	No	93%	No	46%	No	93%	Yes
Pacific Islander	96%	Yes	35%	No	98%	Yes	18%	No	86%	No	35%	No	84%	No
Native Hawaiian	92%	No	45%	No	91%	No	20%	No	93%	No	33%	No	85%	No

If asterisked (*), results are suppressed to protect student identity in accordance with the Family Educational Rights and Privacy Act (FERPA).

This report replaces the earlier version posted on 9/24/15. This report now includes ELA and mathematics targets (aka, AMOs) and corresponding "Met" or "Not Met" outcomes where applicable. Proficiency rates may change for ELL and SPED subgroups due to the inclusion of Recently Exited students into the rate calculation when the target is not met by current ELL or SPED students alone.

Source of Displayed Percentage Value

[i] ELL and ELL Exits Achievement Rate

[ii] SPED and SPED Exits Achievement Rate

Title I Schools for SY 2016-17

From Hawaii DOE

Complex Area	School Name	Percentage
Campbell-Kapolei		
	KAIMILOA	64.40%
	POHAKEA	58.24%
	BARBERS POINT	57.86%
	EWA EL	55.34%
	MAUKA LANI	53.27%
	ILIMA INT	50.97%

Complex Area	School Name	Percentage
Nanakuli-Waianae		
	WAIANAE EL	91.58%
	NANAIKAPONO	90.22%
	MAKAHA	86.16%
	NANAKULI EL	83.37%
	MAILI	79.11%
	WAIANAE INT	78.45%
	NANAKULI HI & INT	76.04%
	LEIHOKU	75.49%
	WAIANAE HI	68.55%
	Nanakuli-Waianae	78.68%

Complex Area	School Name	Percentage
Pearl City-Waipahu		
	WAIPAHU EL	82.00%
	HONOWAI	64.31%
	AHRENS	62.89%
	WAIPAHU INT	59.37%
	PEARL CITY EL	58.14%
	LEHUA	54.44%
	WAIPAHU HI	52.88%
	KALEIOPUU	48.67%

Ewa Elementary School

School Code: 253

Grades   K-6

School Status and Improvement Report   School Year 2015-16

Focus On Standards

This School Status and Improvement Report has been prepared as part of the Department's education accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

This report describes the school and its setting; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan; and reports student achievement results along with other vital signs.

School Description

Ewa Elementary School traces its origin back to 1882 making us one of the oldest schools in the Leeward District. Many families are tied to our community through their previous employment by the sugar plantation. In 1890, Mr. James Campbell drilled into an artesian well, which led to the development of sugar lands in this vast area, which now encompasses Ewa, Kapolei and parts of Ewa Beach.

On February 12, 1944, our statue of Abraham Lincoln was unveiled as a gift to the Ewa School and the entire Community through the generosity of Ms. Katherine McIntosh Burke, teacher and principal from 1919 to 1927. This year, we held our 72nd Annual Lincoln Day Program that reflects his beliefs and values. We again look forward to celebrating the beliefs and values of Abraham Lincoln at our 73rd Annual Lincoln Day Program on February 10, 2017.

During School Year 2015-2016, our School Community Council continued to meet and offered feedback/suggestions for school improvement purposes. We continued Grade Level Parent Meeting Nights, an initial suggestion from the parents and community members of our School Community Council, where classroom teachers share curriculum, instruction and assessment components of our school. At our Spring Showcase, student work was displayed in the Library as a way for parents to view the work of their child and the work that is done by other grade levels. All grade levels had an opportunity to perform at the Spring Showcase.

We also provided our students an opportunity to demonstrate their knowledge and skill through their participation in a variety of activities: Basketball, Volleyball, Constitution Day, Geography Bee, JPO, Jump Rope for Heart, Math Olympics, Open Markets, Pennies for Patients, Science Carnival, Special Olympics, Spelling Bee, Student Council, Library Club, and Track.

Through the support of our parents and families, we raised funds to provide three $500 scholarships to former Ewa School students graduating from James Campbell High School. We also continued having our 6th Grade Class of 2010 Reunion Dinner where former students were reunited with faculty and staff members who worked with them when they were students at Ewa School.

In SY15-16, we started the process of examining our practices through the Focus On Learning process with our school visit scheduled for February 2017.

We continue to concentrate resources on improving teacher knowledge and skill, which directly impacts the delivery of instruction to students and results in increased student achievement.

Contents

School Address:

Ewa Elementary School
91-1280 Renton Road
Ewa Beach, Hawaii 96706

School Setting

Student Profile

School year	2013-14	2014-15	2015-16		2013-14	2014-15	2015-16
Fall enrollment	1131	1143	1086	Number and percent of students in Special Education programs	60	58	56
					5.3%	5.0%	5.1%
Number and percent of students enrolled for the entire school year	1045	1058	992	Number and percent of students with limited English proficiency	61	45	48
	92.3%	92.5%	91.3%		5.3%	3.9%	4.4%
Number and percent of students receiving free or reduced-cost lunch	656	683	601	Percent of Kindergartners who attended preschool	49%	--	--
	58.0%	59.7%	55.3%				

Note. -- means missing data.
  * means data not reported to maintain student confidentiality (see FERPA).
  ** means School is participating in the Community Eligibility Provision.

Student Ethnicity, School Year 2015-16

Ethnicity	Count	Percent
Native American	2	0.1%
Black	29	2.6%
Chinese	12	1.1%
Filipino	505	46.5%
Native Hawaiian	244	22.4%
Japanese	53	4.8%
Korean	4	0.3%
Portuguese	25	2.3%
Hispanic	24	2.2%
Samoan	61	5.6%
Indo-Chinese	10	0.9%
Micronesian	11	1.0%
Tongan	8	0.7%
Guamanian/Chamorro	9	0.8%
White	68	6.2%
White two or more	0	
Other Asian	6	0.5%
Other Pacific Islander	9	0.8%
Pacific Islander two or more	0	
Asian two or more	0	
Multiple, two or more	6	0.5%

n = 1086

DreamHouse Ewa Beach   Appendix B - 14
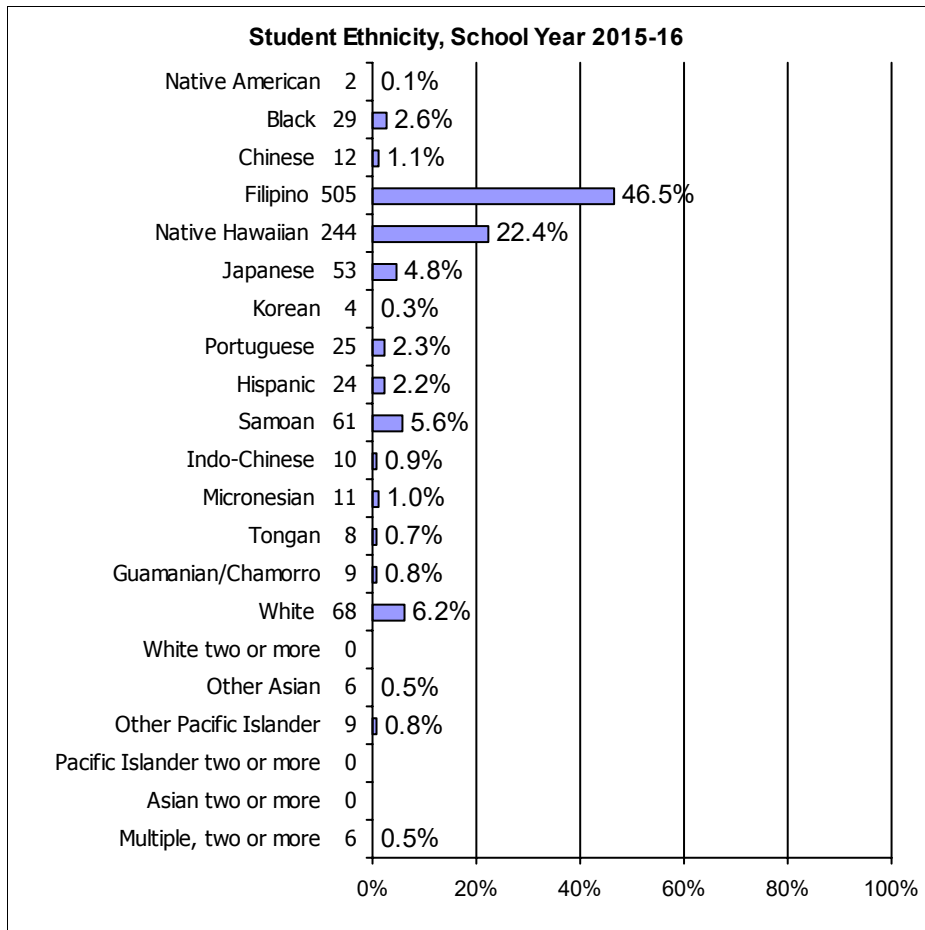
School Setting

Community Profile

The *Community Profile* information updated in this school report reflects selected 2010 demographics for the High School Complex (HSC) area in which this school resides. Profile data are based on the 2010 U.S. Census, the American Community Survey (ACS) 2006-2010 five-year estimates (centric to 2008), and the incorporation of Hawaii's HSC boundary areas with updated 2010 Census geography. Figures for educational attainment and median household income are sample estimates obtained from the ACS, adapted to conform to HSC geography, and should be considered rough approximations of census counts.

Based on the 2010 U.S. Census

Campbell HSC Complex	School Community	State of Hawai`i
Total population	62,735	1,360,301
Percentage of population aged 5-19	23.2%	18.4%
Median age of population	32.9	38.6
Number of family households	14,271	313,907
Median household income	$70,223	$66,420

Community Educational Attainment Level

	School Community	State of Hawai`i
College Graduate	21.6%	29.4%
Some College	38.9%	31.4%
High School	30.5%	29.0%
Less than High School Graduate	8.8%	10.2%

Legend: ■ State of Hawai`i □ School Community

DreamHouse Ewa Beach   Appendix B - 15
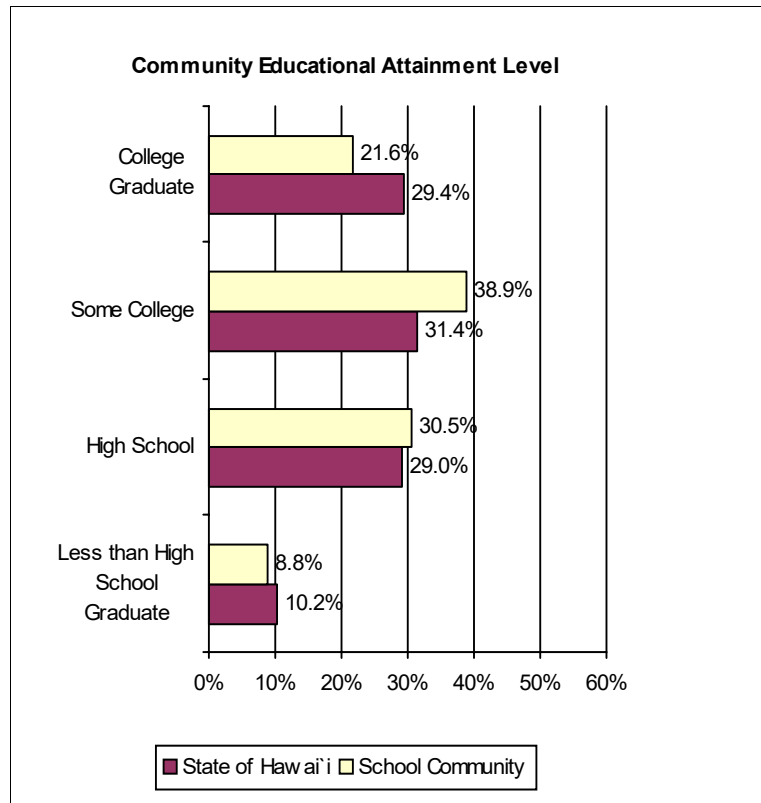
Ewa Beach Elementary School

School Code: 254

Grades K-6

Focus On Standards

This School Status and Improvement Report has been prepared as part of the Department's education accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

This report describes the school and its setting; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan; and reports student achievement results along with other vital signs.

School Description

A kindergarten through grade 6 school located on the southern Ewa Plains, Ewa Beach Elementary serves general education students, special education students (including preschool learning-impaired, learning-disabled, and medically-fragile students), and English Language Learner (ELL). Our school opened its doors in 1959 and continues to grow in student population as well as physical structures. School year 2013-2014 was our last year as a Title I school, but EBES still continues to provide the Primary School Adjustment Program (PSAP) services, implement strategies of AVID (Advancement Via Individual Determination), provide Character Education, adopt PLTW (Project Lead the Way), and utilize the newest and best teaching practices for our students.

Ewa Beach Elementary School was formerly known as an America's Choice School Design Model. Although not calling ourselves an America's Choice school, we still utilize many of its best practices, including the standards-based, data-driven workshop model, and address the areas of English/Language Arts, Mathematics, and Science and Applied Learning. All teachers are generalists (teach all subject areas) focusing on the education of the whole child. We are working to become a Visible Learning school. Teachers will continue to be in Professional Learning Communities (PLC) and Learning Teams. We continue the practice of school-wide inclusion of special needs and ELL students in general education classes and provide Safety Nets/RTI – response to intervention (in-school and after-school tutoring) – for students that may need additional assistance. Students have the opportunity to participate in activities such as 100th day celebration, JPO, Student Council, Spelling Bee, Talent Contest, Read Across America, School Carnival, Purple Up Week, Community Parade, Chess Club, Complex Volleyball and Basketball Intramurals, and Track. Parents are also an important part of the education of their children and are welcomed to give feedback, attend parent workshops and volunteer in the classrooms and various school activities.

Our current school status based on Strive HI Performance Index is "Continuous Improvement". We moved from 131 points to 249 points out of 400 possible points. Although we did not hit the benchmark scores we had hoped to accomplish, we continue to have student growth and provide the best education for our children. We have been selected as a Hawaii Distinguished School in 2003, 2004, 2007, 2009, and 2010. Ewa Beach Elementary is one of three Hawaii Blue Ribbon Schools for 2009 and a National Blue Ribbon School for 2010. We continuously strive to meet the needs and ensure the success of each and every one of our students so that they are college- and career-ready.

Contents

School Address:

Ewa Beach Elementary School
91-740 Papipi Road
Ewa Beach, Hawaii 96706

DreamHouse Ewa Beach

Appendix B - 16

School Setting

Student Profile

School year	2013-14	2014-15	2015-16		2013-14	2014-15	2015-16
Fall enrollment	778	731	777	Number and percent of students in Special Education programs	58	53	56
					7.4%	7.2%	7.2%
Number and percent of students enrolled for the entire school year	701	682	704	Number and percent of students with limited English proficiency	45	37	34
	90.1%	93.2%	90.6%		5.7%	5.0%	4.3%
Number and percent of students receiving free or reduced-cost lunch	350	316	301	Percent of Kindergartners who attended preschool	46%	--	--
	44.9%	43.2%	38.7%				

Note. --   means missing data.
　　*　 means data not reported to maintain student confidentiality (see FERPA).
　　**　means School is participating in the Community Eligibility Provision.

Student Ethnicity, School Year 2015-16

Ethnicity	Count	Percent
Native American	4	0.5%
Black	64	8.2%
Chinese	10	1.2%
Filipino	272	35.0%
Native Hawaiian	85	10.9%
Japanese	37	4.7%
Korean	4	0.5%
Portuguese	14	1.8%
Hispanic	22	2.8%
Samoan	43	5.5%
Indo-Chinese	11	1.4%
Micronesian	7	0.9%
Tongan	4	0.5%
Guamanian/Chamorro	13	1.6%
White	176	22.6%
White two or more	0	
Other Asian	5	0.6%
Other Pacific Islander	3	0.3%
Pacific Islander two or more	0	
Asian two or more	0	
Multiple, two or more	3	0.3%

n = 777
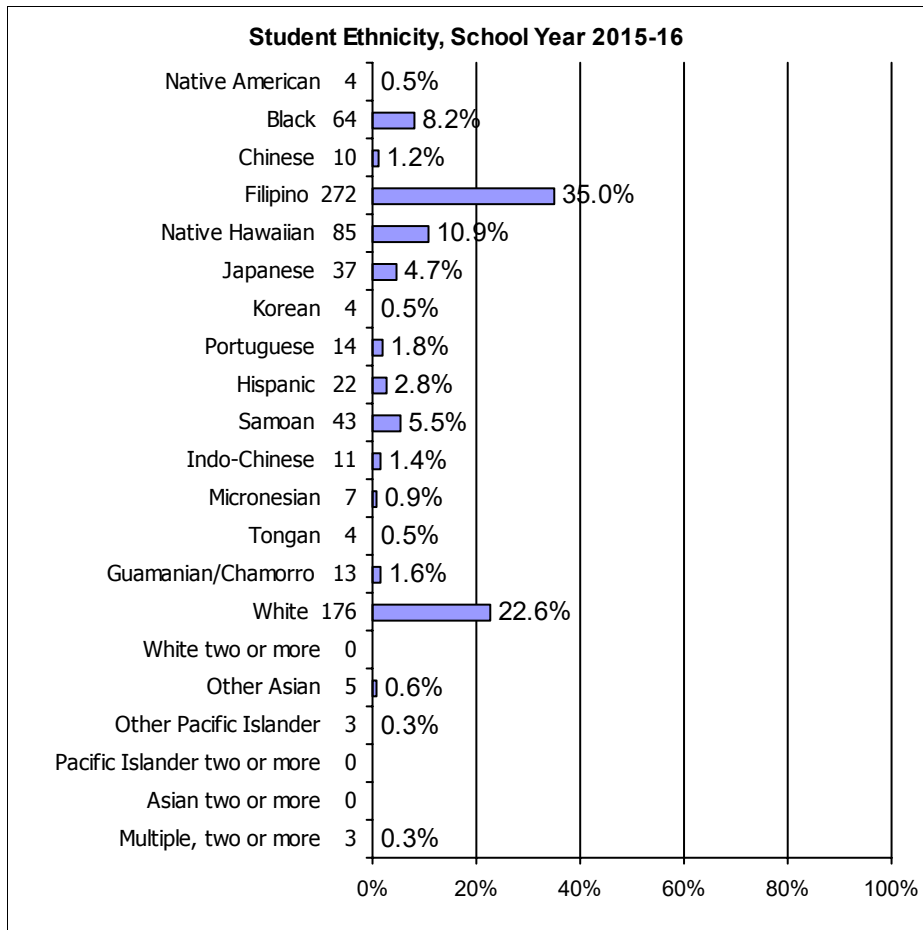
DreamHouse Ewa Beach   Appendix B - 17

Holomua Elementary School

School Code: 280

Grades   K-6

School Status and Improvement Report   School Year 2015-16

School Address:

Holomua Elementary School
91-1561 Keaunui Drive
Ewa Beach, Hawaii 96706

Focus On Standards

This School Status and Improvement Report has been prepared as part of the Department's education accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

This report describes the school and its setting; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan; and reports student achievement results along with other vital signs.

School Description

Holomua Elementary School, home of the Voyagers, opened on August 2, 1996 as Leeward's first "high tech" school. Holomua was the first school designed on Oahu as a Year-Round Multi-Track School. We are one of the largest elementary schools in the state with an enrollment of over 1400 students. The school community includes residents from West Loch Estates, West Loch Fairways and Ewa Gentry East.

Our staff has made a commitment to provide a positive environment for learning so all students will reach their potential in academic and personal growth. Our curriculum is grounded within Art Costa's Levels of Questioning, which teaches students to problem solve through higher-level thinking skills.

Our students in grades 3-6 utilize the Achieve 3000 program to support reading comprehension while students in kindergarten through grade two use Imagine Learning to address foundational literacy skills. Students in grades 4-6 incorporate the Advancement Via Individual Determination (AVID), which is a college readiness system that will provide them the skills to succeed in life.

Our Holomua writing program is supported by the data team process which provides evidence that supports effective instructional strategies. Teachers use articulation time to analyze their writing data three times a year which assists in enhancing their instruction.

We will continue to implement Holomua Elementary School's math curriculum, Stepping Stones (gr. K-5) and Go Math (gr. 6), to address the Common Core State Standards. Our teachers have created constructed response rubrics and a math curriculum guide for their grade level. Students also have the opportunity to utilize IXL, which is our math web-based supplimental program.

Technology is an integral part of our curriculum. We have three computer labs along with six computers in each classroom. Our teachers have access to utilizing two iPad labs and mobile smartboards to use in their classroom. Our vision is to use technology to support what students have learned.

We continue to build our parent and community partnerships through a number of activities and parent workshops.

Holomua has a School Community Council in place to ensure that all stakeholders, including community members, have input in the continuous improvement of Holomua Elementaryour school.

Holomua Elementary School was recently accredited by the Western Association of Schools and Colleges with a six-year accreditation term.

DreamHouse Ewa Beach   Appendix B - 18

School Setting

Student Profile

School year	2013-14	2014-15	2015-16		2013-14	2014-15	2015-16
Fall enrollment	1361	1264	1231	Number and percent of students in Special Education programs	87	77	85
					6.3%	6.0%	6.9%
Number and percent of students enrolled for the entire school year	1259	1174	1159	Number and percent of students with limited English proficiency	63	44	39
	92.5%	92.8%	94.1%		4.6%	3.4%	3.1%
Number and percent of students receiving free or reduced-cost lunch	474	449	450	Percent of Kindergartners who attended preschool	53%	--	--
	34.8%	35.5%	36.5%				

Note. -- means missing data.
     * means data not reported to maintain student confidentiality (see FERPA).
    ** means School is participating in the Community Eligibility Provision.

Student Ethnicity, School Year 2015-16

Ethnicity	Count	Percent
Native American	8	0.6%
Black	44	3.5%
Chinese	30	2.4%
Filipino	552	44.8%
Native Hawaiian	197	16.0%
Japanese	71	5.7%
Korean	10	0.8%
Portuguese	15	1.2%
Hispanic	40	3.2%
Samoan	63	5.1%
Indo-Chinese	11	0.8%
Micronesian	13	1.0%
Tongan	5	0.4%
Guamanian/Chamorro	11	0.8%
White	140	11.3%
White two or more	0	
Other Asian	7	0.5%
Other Pacific Islander	6	0.4%
Pacific Islander two or more	0	
Asian two or more	0	
Multiple, two or more	8	0.6%

n = 1231

DreamHouse Ewa Beach   Appendix B - 19
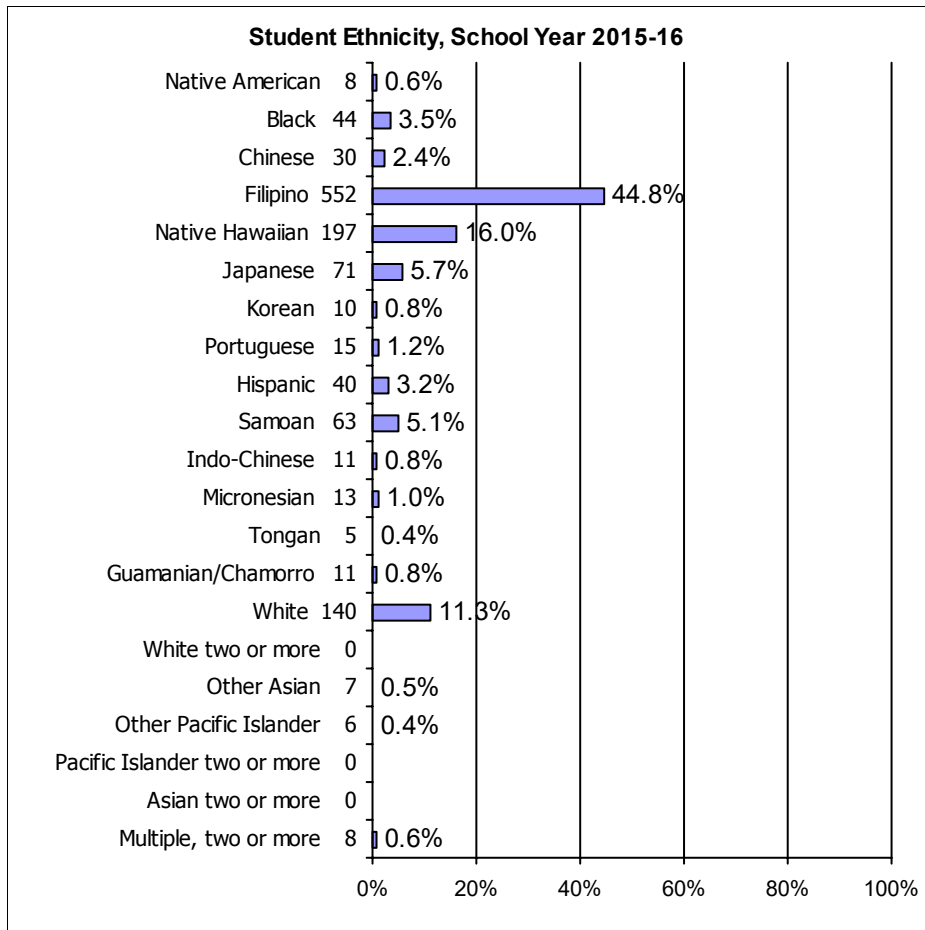
Iroquois Point Elementary School

School Code: 256

Grades   K-6

School Status and Improvement Report   School Year 2015-16

School Address:

Iroquois Point Elementary School
5553 Cormorant Avenue
Ewa Beach, Hawaii 96706

Focus On Standards

This School Status and Improvement Report has been prepared as part of the Department's education accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

This report describes the school and its setting; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan; and reports student achievement results along with other vital signs.

School Description

Iroquois Point Elementary School (IPES) has been helping children discover the joy of learning since 1960. Located 2.5 miles from the Ewa Beach business district, we serve children and families living in Kapilina. Our student body is drawn from a combination of military and local families, which reflect the ethnic, cultural, and socioeconomic diversity of Hawai'i.

IPES became an authorized International Baccalaureate (IB) World School in April 2011. We offer the Primary Years Program of the International Baccalaureate Organization. We believe learning is best done when it is authentic, relevant to the "real" world, and transdisciplinary – where the learning is not confined within the boundaries of traditional subject areas but is supported and enriched by them. Following the IB framework helps to ensure that the learning is engaging, relevant, challenging and significant.

All grade levels address the Common Core State Standards within 6 transdisciplinary units throughout the course of the school year. Through this curriculum framework, we emphasize an inquiry-based approach to learning. In addition, we aim to nurture our students to become principled, open-minded, thinkers, balanced, caring, knowledgeable, communicators, risk-takers, reflective, and inquirers. These attributes are reflected in the IB Learner Profile that guides our character development program. Every classroom is equipped with computers and other technological devices. In addition, IPES has "state of the art" computer labs as well as mobile wireless labs.

Recognizing the importance of developing the whole child, IPES offers a variety of programs such as Spanish, music, band, and physical education. Athletic activities at our school are designed to teach fundamental concepts like teamwork and fair play. Our intramural activities include basketball, track, and volleyball.

Because of our strong belief in building partnerships between the school and homes, IPES provides many opportunities for families to gather in the celebration of and support for learning. Activities and meetings are held regularly throughout the year to keep our parents and community informed and involved in our school.

Our school encourages voluntarism and involves parents, teachers, community, and administrators in decision-making through the School Community Council. Our Parent Community Networking Coordinator (PCNC) serves as a liaison between home and school, providing opportunities for families to be engaged in their children's education. Our Transition Center is available to aid all incoming families with a variety of assistance and information.

DreamHouse Ewa Beach   Appendix B - 20

School Setting

Student Profile

School year	2013-14	2014-15	2015-16
Fall enrollment	758	727	711

	2013-14	2014-15	2015-16
Number and percent of students in Special Education programs	69	71	69
	9.1%	9.7%	9.7%

	2013-14	2014-15	2015-16
Number and percent of students enrolled for the entire school year	582	550	494
	76.7%	75.6%	69.4%
Number and percent of students receiving free or reduced-cost lunch	301	274	221
	39.7%	37.6%	31.0%

	2013-14	2014-15	2015-16
Number and percent of students with limited English proficiency	25	24	15
	3.2%	3.3%	2.1%
Percent of Kindergartners who attended preschool	53%	--	--

Note. -- means missing data.
  * means data not reported to maintain student confidentiality (see FERPA).
  ** means School is participating in the Community Eligibility Provision.

Student Ethnicity, School Year 2015-16

Ethnicity	Count	Percent
Native American	5	0.7%
Black	80	11.2%
Chinese	4	0.5%
Filipino	64	9.0%
Native Hawaiian	81	11.3%
Japanese	23	3.2%
Korean	5	0.7%
Portuguese	5	0.7%
Hispanic	34	4.7%
Samoan	44	6.1%
Indo-Chinese	1	0.1%
Micronesian	3	0.4%
Tongan	1	0.1%
Guamanian/Chamorro	9	1.2%
White	310	43.6%
White two or more	0	
Other Asian	5	0.7%
Other Pacific Islander	1	0.1%
Pacific Islander two or more	0	
Asian two or more	0	
Multiple, two or more	36	5.0%

n = 711

DreamHouse Ewa Beach
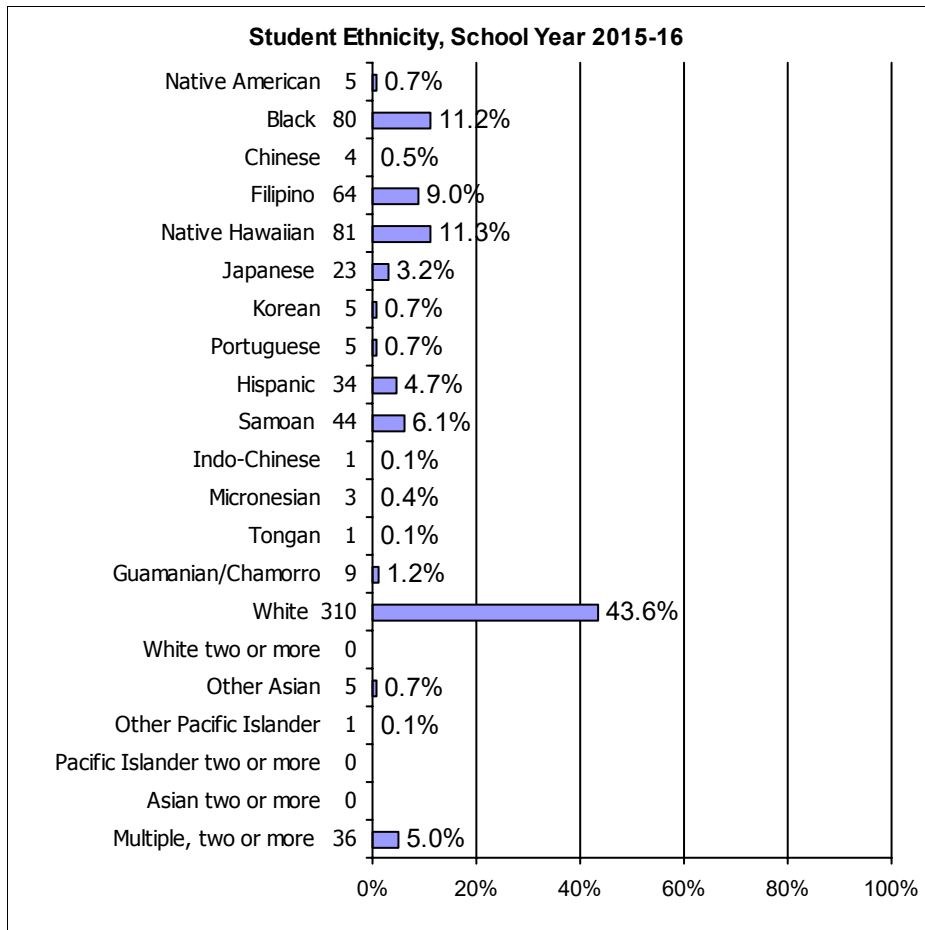
Appendix B - 21

Kaimiloa Elementary School

COUGARS

School Code: 281

Grades   K-6

School Status and Improvement Report   School Year 2015-16

Contents

School Address:

Kaimiloa Elementary School
91-1028 Kaunolu Street
Ewa Beach, Hawaii 96706

Focus On Standards

This School Status and Improvement Report has been prepared as part of the Department's education accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

This report describes the school and its setting; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan; and reports student achievement results along with other vital signs.

School Description

Kaimiloa Elementary School, located in Ewa Beach, opened its doors to the community in 1972. Situated in a rural community, the school has an enrollment of 680 students and services Grades K-6 students.

Kaimiloa is committed to providing teachers high quality professional development, curriculum and technical support embedded in what is happening in the classroom. As a Visible Learning School based on the research and work of John Hattie, Kaimiloa promotes a school culture that has all students actively engaged and responsible for their own learning process. The questions adult and student learners ask themselves are "Where am I going? How am I doing? Where to next?" In order to answer these questions, Learning Targets and Success Criteria are at the forefront for all instructional experiences.

Our school's focus on developing teachers' understanding of the Common Core content standards, developing highly effective teaching strategies, designing common assessments, and analyzing in-depth student work to inform next steps takes place within a variety of PLC formats. We have in place Grade Level Articulation, cross grade level as well as Impact Partner Cycles that seek to improve high yield teaching practices impacting learning. The focus for the 2016-2017 school year will continue with delving deeper into the Visible Learning strands: Visible Learners, Inspired and Passionate Teaching, Know thy Impact and Feedback. Every discussion on teaching and learning will center on strategies and practices in these strands that have a high effect size indicated by John Hattie's work.

Fundamental to everything the school is working on is based on the "practice" of teaching. Teachers will continue next school year participating in a series of Visible Learning action research impact cycles with their colleagues. This process begins with teacher partners gathering evidence on students' learning needs and of equal importance, asking the second question, which is "What are my learning needs in relation to my student needs?" The mind frame that a teacher's belief and commitment to students is one of the greatest influences on student achievement is the basis of John Hattie's work.

Teaching and learning in the 21st Century presents a challenge on how to incorporate technology appropriately into the classroom. With the shared understanding and belief that technology done right can accelerate good pedagogy, Kaimiloa will continue next year as a 1-to-1 Device school. Students in Grades K and 1 have iPads and our Grade 2-6 students have access throughout the day to their own Chromebooks. Our PD sessions will continue with a blended emphasis on pedagogy and technology.

As we continue with this journey, it is with the collective mindframe that "Learning is hard work" and at Kaimiloa, we embrace this hard work as one that will personally challenge everyone into becoming visible learners.

DreamHouse Ewa Beach   Appendix B - 22

School Setting

Student Profile

School year	2013-14	2014-15	2015-16		2013-14	2014-15	2015-16
Fall enrollment	690	650	663	Number and percent of students in Special Education programs	63	47	42
					9.1%	7.2%	6.3%
Number and percent of students enrolled for the entire school year	646	612	646	Number and percent of students with limited English proficiency	85	84	73
	93.6%	94.1%	97.4%		12.3%	12.9%	11.0%
Number and percent of students receiving free or reduced-cost lunch	484	451	427	Percent of Kindergartners who attended preschool	33%	--	--
	70.1%	69.3%	64.4%				

Note.   --   means missing data.
      *   means data not reported to maintain student confidentiality (see FERPA).
     **   means School is participating in the Community Eligibility Provision.

Student Ethnicity, School Year 2015-16

Ethnicity	Count	Percent
Native American	0	
Black	3	0.4%
Chinese	2	0.3%
Filipino	389	58.6%
Native Hawaiian	129	19.4%
Japanese	18	2.7%
Korean	0	
Portuguese	15	2.2%
Hispanic	8	1.2%
Samoan	44	6.6%
Indo-Chinese	1	0.1%
Micronesian	10	1.5%
Tongan	3	0.4%
Guamanian/Chamorro	1	0.1%
White	28	4.2%
White two or more	0	
Other Asian	3	0.4%
Other Pacific Islander	3	0.4%
Pacific Islander two or more	0	
Asian two or more	0	
Multiple, two or more	6	0.9%

n = 663
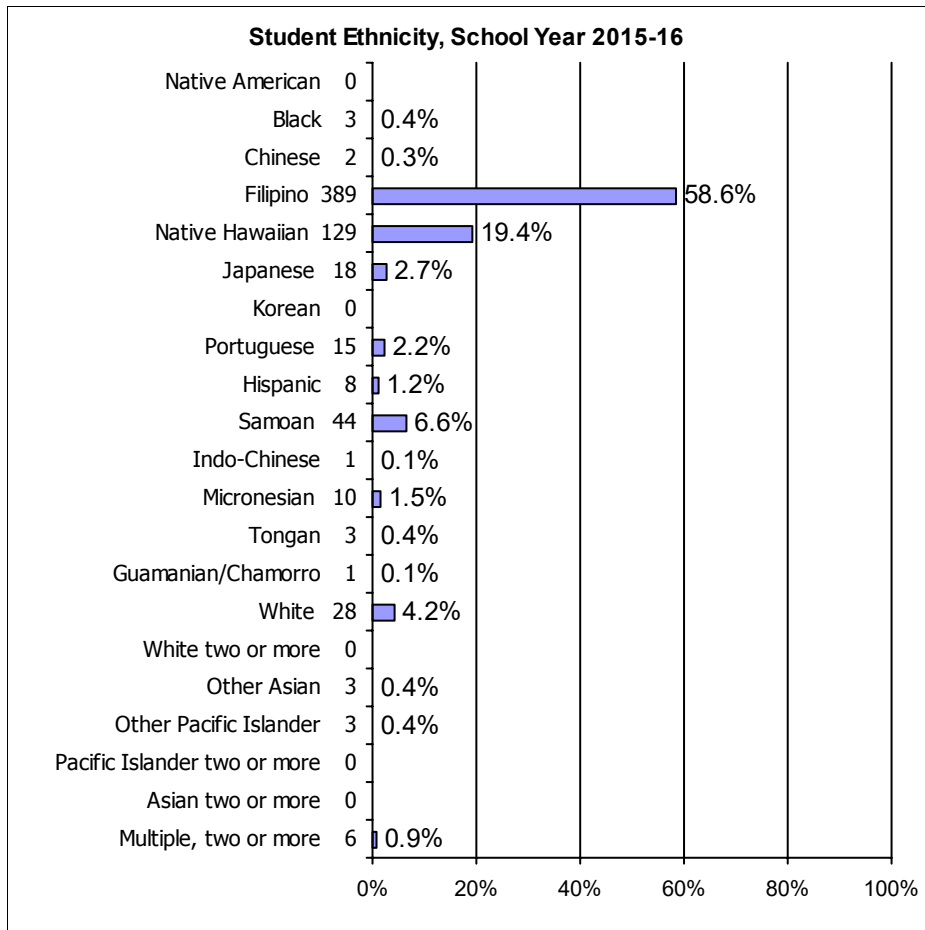
DreamHouse Ewa Beach   Appendix B - 23

Keoneula Elementary School

School Code: 294

Grades K-6

Contents

School Address:

Keoneula Elementary School
91-970 Kaileolea Drive
Ewa Beach, Hawaii 96706

Focus On Standards

This School Status and Improvement Report has been prepared as part of the Department's education accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

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School Description

In 2016, Keoneula Elementary School (KES) celebrated its 10th Anniversary. KES is located in the Ocean Pointe Subdivision on a 12-acre lot donated by Haseko, Inc. Students reside in designated areas of Ocean Pointe and Ewa by Gentry. Due to the continuous growth of our school, we will have a total of 15 portables for our campus. KES is fully air conditioned and has two Art/Science Centers, a technology lab, a high-ceilinged library, a Student Support Center and a functioning sundial at the center of campus.

In SY 2015-16, our enrollment for Pre-School through Grade 6 was 978 students. By 2018, our enrollment is projected to rise to close to 1,100 students.

The International Baccalaureate Primary Years Program (IB-PYP) has been a focus at our school for the past six years. After a comprehensive review of our STRIVE HI data, a school-level decision was made to suspend efforts to seek IB authorization. Instead, Keoneula Elementary will work to better align our efforts to ensure that our curriculum, instruction, and assessment practices allow students to demonstrate proficiency on the Common Core standards in each grade level.

KES incorporates a school-wide inclusion program for SpEd and ELL students and supports all students through a multi-tiered support system where the STAR universal screener is utilized to provide student data in reading and math as a baseline to determine the appropriate levels of support for students. We also continue to promote college/career readiness through the implementation of the Advancement Via Individual Determination (AVID) Program for grades 3, 4, 5 and 6. Co-curricular activities are also available to students through an award-winning Robotics Team, a Garden Club, Aquaponics Club, foreign language instruction in Japanese, and a service learning club called Kids Initiating Change (KIC).

Parent involvement and community partnerships have a renewed focus at KES. We have Parent Workshops quarterly as well as monthly Parent Coffee Hours to "talk story" with our parent. The workshops cover Language Arts, Science, Mathematics, technology, and health and wellness. Parents readily volunteer to support the school during Book Fairs, Family Fun Fair, Flu Clinic, Picture-Taking, Field Day, and other school-wide functions. Significant community partnerships include Haseko Inc., Ewa Weed & Seed, Kamaaina Kids, UFC Gym Waikele, Seagull Pre-School, and Ewa Puuloa Outrigger Canoe Club.

Finally, KES continues to find ways to support our military students and families. Participation in several DODEA grants have allowed KES to address transitions for military students through campus tours and welcoming activities as well as curriculum supports for areas of focus that include STEM initiatives. We also honor our military students with our annual "Purple-Up" Day in April and our daily bugle call "To the Colors" each morning.

We are the home of the Keoneula Elementary School Cubs and we strive to "earn our stripes" every day in the service of our students, families, and community.

DreamHouse Ewa Beach   Appendix B - 24

<div style="background:green">**School Setting**</div>

Student Profile

School year	2013-14	2014-15	2015-16		2013-14	2014-15	2015-16
Fall enrollment	917	894	926	Number and percent of students in Special Education programs	49	54	60
					5.3%	6.0%	6.4%
Number and percent of students enrolled for the entire school year	811	811	844	Number and percent of students with limited English proficiency	28	25	20
	88.4%	90.7%	91.1%		3.0%	2.7%	2.1%
Number and percent of students receiving free or reduced-cost lunch	240	253	251	Percent of Kindergartners who attended preschool	62%	--	--
	26.1%	28.2%	27.1%				

Note.   --   means missing data.
   *   means data not reported to maintain student confidentiality (see FERPA).
   **   means School is participating in the Community Eligibility Provision.

Student Ethnicity, School Year 2015-16

Ethnicity	Count	Percent
Native American	12	1.2%
Black	66	7.1%
Chinese	14	1.5%
Filipino	318	34.3%
Native Hawaiian	82	8.8%
Japanese	57	6.1%
Korean	5	0.5%
Portuguese	8	0.8%
Hispanic	37	3.9%
Samoan	24	2.5%
Indo-Chinese	14	1.5%
Micronesian	8	0.8%
Tongan	2	0.2%
Guamanian/Chamorro	10	1.0%
White	196	21.1%
White two or more	0	
Other Asian	7	0.7%
Other Pacific Islander	5	0.5%
Pacific Islander two or more	0	
Asian two or more	5	0.5%
Multiple, two or more	56	6.0%

n = 926

DreamHouse Ewa Beach   Appendix B - 25
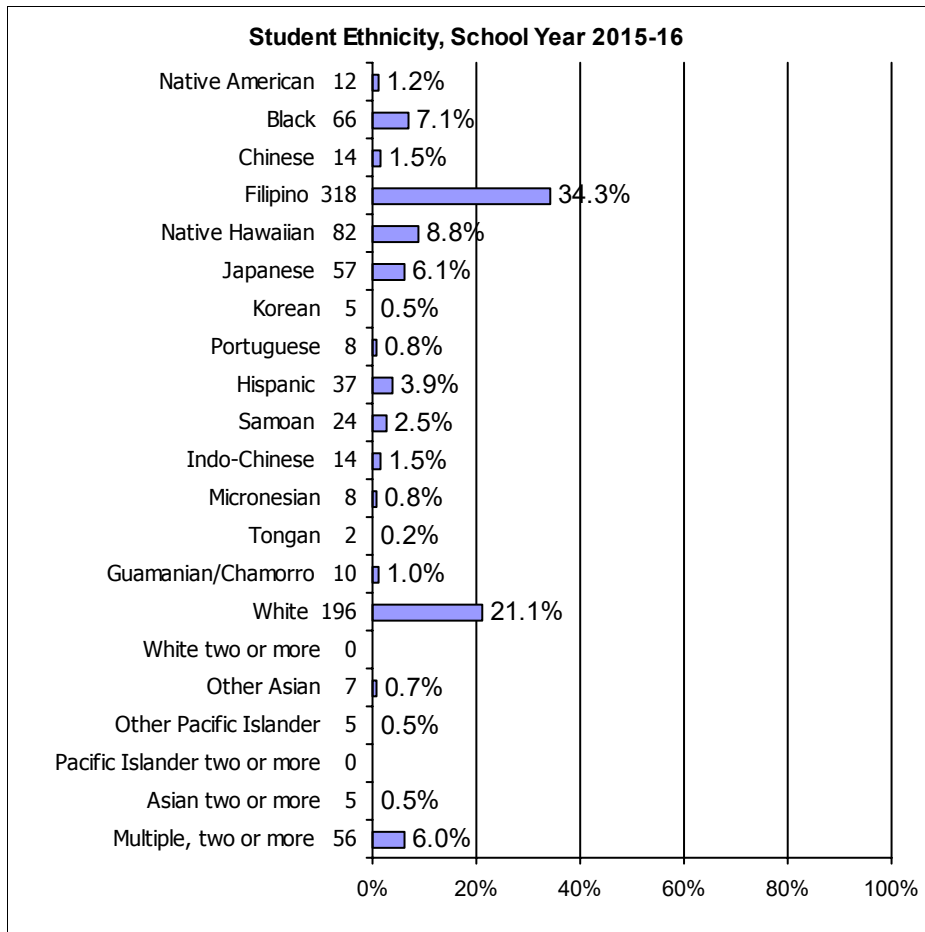
Pohakea Elementary School

School Code: 269

Grades K-6

School Status and Improvement Report   School Year 2015-16

School Address:

Pohakea Elementary School
91-750 Fort Weaver Road
Ewa Beach, Hawaii 96706

Focus On Standards

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School Description

Founded in 1962, Pohakea Elementary School opened on the James Campbell High School (JCHS) campus. The current campus was opened in 1965. The school was officially dedicated on April 2, 1974. Pohakea is one of seven elementary schools in the Campbell Complex in Leeward District. The name "Pohakea" comes from two Hawaiian words: "Poha", meaning "to give forth", and "Kea", meaning "light". Pohakea is located on Fort Weaver Road in Ewa Beach adjacent to Ilima Intermediate and James Campbell High School.

Professional development for our faculty continues to be critical to ensure an effective teacher is in every classroom. Through our teachers' dedication and hard work, they are committed to deliver quality standards-based instruction for all students. The Common Core State Standards (CCSS) is designed to prepare our 21st century students to be college- and career-ready. To support this outcome, we expect every student to show significant gains and have an opportunity to reach academic proficiency in the core content areas. A system is in place for teacher teams to collaborate regularly to engage in critical professional conversations that focus on improving teaching and learning in every classroom for every student.

All students are learning through the (CCSS) state-selected curriculum Wonders ELA program for grades K-5 and SpringBoard for grade 6. For Math, we continue to refine our implementation of CCSS, Stepping Stones for grades K-5 and GO Math for grade 6. Our teachers continuously refine their instruction to engage students through meaningful integration of reading, writing and math in our science/STEM and social studies content areas.

In addressing the "whole" child, in body, mind, and spirit, Pohakea provides extra-curricular opportunities for our students to engage in other areas, such as physical education, fine arts, and computer skills, each week. *ASPIRE* is our after-school program supported by school funds that provides students extra support in reading and math and offers enrichment activities such as STEM classes, dance and taiko. Grades 5 and 6 students also have opportunity to participate in track, basketball, and volleyball, culminating in friendly competition with our complex area schools.

We continue to build our School Community Council (SCC) that meets quarterly to review the progress of the school and to provide input for school improvement. We encourage active parent participation on campus by providing parent workshops and extending invitations to attend SCC meetings. A large number of parents and community supporters help our school through their generous donations of funding, school materials, and time in helping with school events.

We are focused on providing an education that prepares our 21st-century students to be college-, career-, and citizenship-ready.

DreamHouse Ewa Beach   Appendix B - 26

School Setting

Student Profile

School year	2013-14	2014-15	2015-16
Fall enrollment	605	585	582
Number and percent of students enrolled for the entire school year	557	539	519
	92.0%	92.1%	89.1%
Number and percent of students receiving free or reduced-cost lunch	360	357	339
	59.5%	61.0%	58.2%

	2013-14	2014-15	2015-16
Number and percent of students in Special Education programs	29	28	31
	4.7%	4.7%	5.3%
Number and percent of students with limited English proficiency	39	35	35
	6.4%	5.9%	6.0%
Percent of Kindergartners who attended preschool	34%	--	--

Note.　--　means missing data.
　　　 *　means data not reported to maintain student confidentiality (see FERPA).
　　　**　means School is participating in the Community Eligibility Provision.

Student Ethnicity, School Year 2015-16

Ethnicity	Count	Percent
Native American	0	
Black	19	3.2%
Chinese	3	0.5%
Filipino	225	38.6%
Native Hawaiian	134	23.0%
Japanese	22	3.7%
Korean	4	0.6%
Portuguese	11	1.8%
Hispanic	9	1.5%
Samoan	54	9.2%
Indo-Chinese	5	0.8%
Micronesian	19	3.2%
Tongan	3	0.5%
Guamanian/Chamorro	4	0.6%
White	62	10.6%
White two or more	0	
Other Asian	0	
Other Pacific Islander	4	0.6%
Pacific Islander two or more	0	
Asian two or more	0	
Multiple, two or more	4	0.6%

n = 582

DreamHouse Ewa Beach　　　　　　　　　　　　　　　　　　　　　　Appendix B - 27
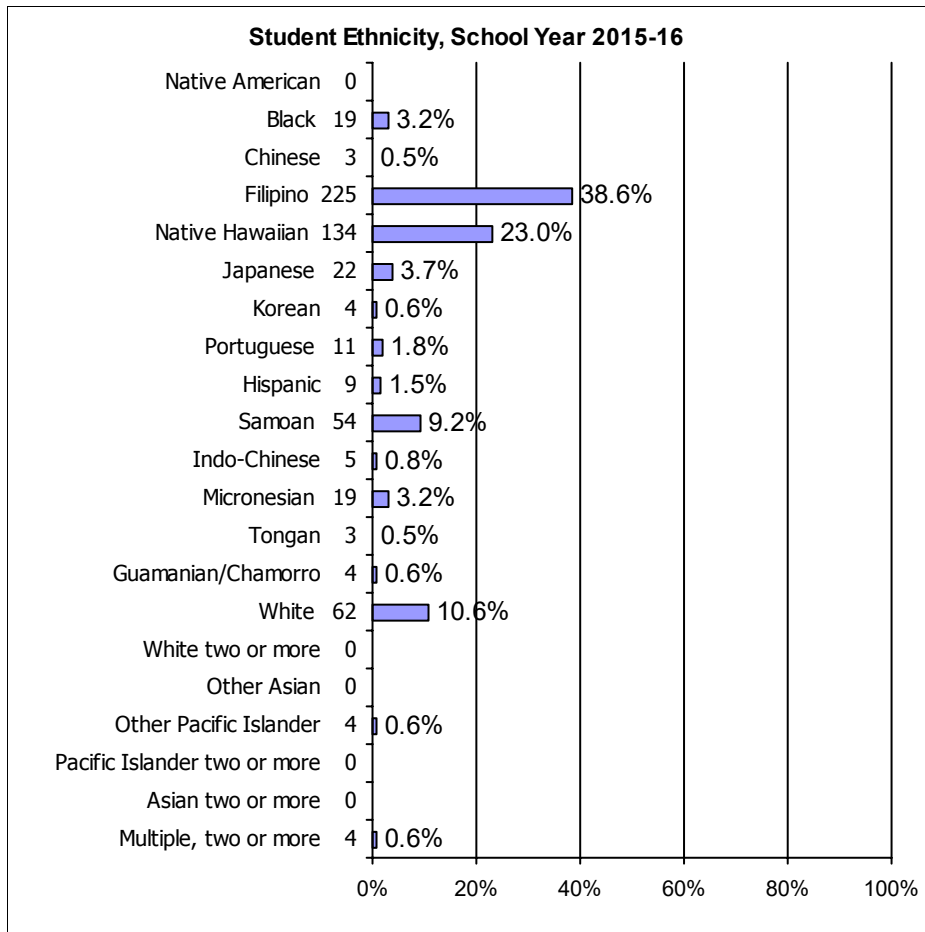
Ewa Makai Middle School

School Code: 296

Grades 7-8

School Status and Improvement Report   School Year 2015-16

Focus On Standards

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School Description

Established in 2010, Ewa Makai Middle School (EMMS) is located in Ewa Beach, serves the communities of Ewa, Ocean Point and Ewa Beach, and has a diverse student population. Although the school is titled a middle school, it currently has only grades seven and eight. The school is awaiting construction of the sixth-grade neighborhood (wing). EMMS has three feeder schools and is one of two feeder schools to James Campbell High School.

The school is constructed under one roof and core team teachers are located in the seventh or eighth grade neighborhood. All classes are located in close proximity. Interdisciplinary teams of teachers share common students to provide a nurturing learning environment and foster positive relationships. The faculty and staff are committed to provide quality student support to meet the unique needs of every student.

EMMS has a strong standards-based academic core program, thriving arts program, and progressive athletics program. All teachers utilize technology to promote student learning. Classrooms are equipped with technology such as interactive SMART boards and computers, and have access to mobile laptop and iPad carts. Students also have access to online library books, textbooks, and individualized programs for reading and math. Our ELL students who are non-English proficient (NEP) are provided iPads that are equipped with a language acquisition program and an online translator to assist them with the transition to English.

EMMS is implementing its fifth year of the Advancement Via Individual Determination (AVID) program, which implements best practices to open access to rigorous curriculum for all and focus on college readiness. To further develop the skills and attitude for college and career readiness, the school emphasizes the 7 Habits of Highly Effective Teens. All students participated in our new Digital Media courses during the instructional day to enhance and develop their 21st century skills. Students are challenged with rigorous courses of study and social skills that prepare them for high school, college, and careers. Our co-curricular programs include STEM-embedded projects, such as Robotics, Science Club, Science Olympiad, Math Counts, and aquaponics, as well as programs that focus on the Arts.

As Hawaii's first 'green' campus, the school emphasizes a philosophy to reduce, recycle, and reuse. As a LEED Gold Project, the school is designed with air conditioning and lighting that adjusts to natural day light for energy conservation and has schoolwide programs focused on sustainability. EMMS earned the distinction as Hawaii's first public school recognized as a National Green Ribbon School in 2012. EMMS was honored to earn this prestigious award.

The School Community Council is fully operational to review the school's Academic and Financial Plan.

Contents

School Address:

Ewa Makai Middle School
91-6291 Kapolei Parkway
Ewa Beach, Hawaii 96706

School Setting

Student Profile

School year	2013-14	2014-15	2015-16		2013-14	2014-15	2015-16
Fall enrollment	827	897	928	Number and percent of students in Special Education programs	65	67	73
					7.8%	7.4%	7.8%
Number and percent of students enrolled for the entire school year	775	850	883	Number and percent of students with limited English proficiency	43	38	18
	93.7%	94.7%	95.1%		5.1%	4.2%	1.9%
Number and percent of students receiving free or reduced-cost lunch	324	310	328				
	39.1%	34.5%	35.3%				

Note. -- means missing data.
 *   means data not reported to maintain student confidentiality (see FERPA).
 ** means School is participating in the Community Eligibility Provision.

Student Ethnicity, School Year 2015-16

Ethnicity	Count	Percent
Native American	4	0.4%
Black	46	4.9%
Chinese	20	2.1%
Filipino	341	36.7%
Native Hawaiian	171	18.4%
Japanese	65	7.0%
Korean	3	0.3%
Portuguese	15	1.6%
Hispanic	33	3.5%
Samoan	33	3.5%
Indo-Chinese	10	1.0%
Micronesian	3	0.3%
Tongan	0	
Guamanian/Chamorro	2	0.2%
White	151	16.2%
White two or more	0	
Other Asian	8	0.8%
Other Pacific Islander	0	
Pacific Islander two or more	0	
Asian two or more	0	
Multiple, two or more	23	2.4%

n = 928

DreamHouse Ewa Beach   Appendix B - 29

Ilima Intermediate School

School Code: 279

Grades 7-8

School Status and Improvement Report   School Year 2015-16

Focus On Standards

This School Status and Improvement Report has been prepared as part of the Department's education accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

This report describes the school and its setting; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan; and reports student achievement results along with other vital signs.

School Description

Ilima Intermediate School, located in Ewa Beach, O`ahu, Hawai`i, is approximately 20 miles from downtown Honolulu. Originally, the school served both intermediate and high school students. In 1969, it became an independent public intermediate school serving the Ewa area. Currently, it is one of two intermediate/middle schools that feed into James Campbell High School. Out of the seven elementary schools in the Campbell Complex area, five of them (Kaimiloa, Pohakea, Holomua, Iroquois Point, and Ewa Beach) are considered feeder schools to Ilima Intermediate.

Starting in the 7th grade, students are placed into teams that are supported by a group of teachers representing the core subject areas (English, Math, Science and Social Studies) who loop with them through the 8th grade year. The benefits of looping include building stronger teacher-student relationships and refining teaching practices that result in increased student learning. The teacher is able to understand the learning styles of their students, thus, adjusting and improving their instructional strategies more efficiently and effectively.

Each student has an assigned homeroom teacher who serves as his/her advisor. Through advisory, the teacher builds a relationship with the students necessary for successful academic, emotional, personal, and social growth. Other staff members including principal, counselors, vice-principals, and the behavioral health specialist collaborate together to address student concerns using the Comprehensive Student Support System (CSSS) process.

Over the course of the school year, various events are offered to increase parental and community involvement in the learning process. These events include Open House, AVID Orientation and Recognition Night, NJHS (National Junior Honor Society) Induction Ceremony, Student Recognition Night, Awards Night, Career Day, and many other events that involve Band and Electives are held to promote parent and community involvement and awareness. Students also have the opportunity to participate in the After-school ACE/UpLinks program, which offers Dance, Cheerleading, Brain Games and More, Archery, Basketball, Track, Wrestling, and Volleyball. Club activities include Hiking Club, Civic Club, and NJHS.

There has also been an expansion of interest-based electives, particularly in the area of Science. Project Lead the Way has been added as a project-based elective for higher-achieving students in search of a challenging class that broadens their perspectives and forces them to think critically. Participation in STEM (Science, Technology, Engineering, and Math) has also significantly increased.

Contents

School Address:

Ilima Intermediate School
91-884 Fort Weaver Road
Ewa Beach, Hawaii 96706

DreamHouse Ewa Beach   Appendix B - 30

School Setting

Student Profile

School year	2013-14	2014-15	2015-16
Fall enrollment	887	815	873

	2013-14	2014-15	2015-16
Number and percent of students in Special Education programs	79	74	93
	8.9%	9.0%	10.6%

	2013-14	2014-15	2015-16
Number and percent of students enrolled for the entire school year	809	754	807
	91.2%	92.5%	92.4%

	2013-14	2014-15	2015-16
Number and percent of students with limited English proficiency	60	39	37
	6.7%	4.7%	4.2%

	2013-14	2014-15	2015-16
Number and percent of students receiving free or reduced-cost lunch	449	422	445
	50.6%	51.7%	50.9%

Note. -- means missing data.
    * means data not reported to maintain student confidentiality (see FERPA).
    ** means School is participating in the Community Eligibility Provision.

Student Ethnicity, School Year 2015-16

Ethnicity	Count	Percent
Native American	4	0.4%
Black	31	3.5%
Chinese	5	0.5%
Filipino	369	42.2%
Native Hawaiian	190	21.7%
Japanese	35	4.0%
Korean	2	0.2%
Portuguese	10	1.1%
Hispanic	33	3.7%
Samoan	60	6.8%
Indo-Chinese	6	0.6%
Micronesian	11	1.2%
Tongan	5	0.5%
Guamanian/Chamorro	5	0.5%
White	92	10.5%
White two or more	0	
Other Asian	1	0.1%
Other Pacific Islander	4	0.4%
Pacific Islander two or more	0	
Asian two or more	0	
Multiple, two or more	10	1.1%

n = 873

DreamHouse Ewa Beach   Appendix B - 31

James Campbell High School

School Status and Improvement Report   School Year 2015-16

Focus On Standards

This School Status and Improvement Report has been prepared as part of the Department's education accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

This report describes the school and its setting; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan; and reports student achievement results along with other vital signs.

School Description

James Campbell High School is on the west side of Oahu. Students reside in the communities of Ewa, Ewa Beach, Ocean Point, and Iroquois Point. The campus includes 15 major buildings, 44 portable classrooms and an athletic complex on 38 acres. Comprehensive programs in the core academics, vocational/technical and special education are offered. The student population is very diverse and includes a variety of ethnic backgrounds such as Filipino, Caucasian, Hawaiian, Japanese, Hispanics, Chinese, Samoan, and African-American. The school was accredited in 2013 by the Western Association of Schools and Colleges for a period of six years with a mid-term review in 2016.

There are three Smaller Learning Communities intended to provide focused supports for all students. The Freshmen Academy provides transitional assistance during that pivotal time of adolescent growth. The two other academies service grades 10-12. ACEIT House (Arts & Communication + Industrial Engineering & Technology) and BEACH House (Public & Human Services/Natural Resources + Health Services/Business) offer students excellent learning opportunities. The Naval JROTC Program is an award-winning, nationally-recognized program that has been named a Distinguished Unit with Honors for the sixth year in a row. In our first year participating in the CyberPatriot competition, we placed third in both the state and regional competitions. Since 2007, the model AVID program has maintained its National Demonstration School status indicating stellar achievement in meeting program criterion. This year, JCHS was recognized as an AVID School-wide Site of Distinction. JCHS offers the International Baccalaureate Diploma Program as well as a host of Advanced Placement courses and Early College Credits through dual enrollment programs.

The school operates on a 4X4 block schedule, which allows for flexibility in scheduling and increases the number of credits that students can earn each year. Students needing extra help in their classes receive assistance through the Saturday Credit Club program and in a tiered Response To Intervention program. GradPoint Core and DOE eSchool courses are available in all content areas and the Twilight School is another option for those who elect an early evening program. At JCHS, we also offer numerous foreign languages such as Arabic, Mandarin, Hawaiian, Japanese, French and Spanish.

Staff development is focused on standards-based learning and grading, critical reading, writing (argumentative writing), and problem-solving along with the use of instructional practices in all classes that give rise to critical thinkers ready for college and career opportunities. Performance data drives program improvement to ensure high student achievement. Community partnerships via the School Community Council, PTSA and Alumni Foundation provide the means of connecting with our community stakeholders.

Contents

School Address:

James Campbell High School
91-980 North Road
Ewa Beach, Hawaii 96706

DreamHouse Ewa Beach   Appendix B - 32

School Setting

Student Profile

School year	2013-14	2014-15	2015-16
Fall enrollment	2890	3024	3049

	2013-14	2014-15	2015-16
Number and percent of students in Special Education programs	244	274	266
	8.4%	9.0%	8.7%

	2013-14	2014-15	2015-16
Number and percent of students enrolled for the entire school year	2688	2829	2864
	93.0%	93.5%	93.9%

	2013-14	2014-15	2015-16
Number and percent of students with limited English proficiency	95	73	57
	3.2%	2.4%	1.8%

	2013-14	2014-15	2015-16
Number and percent of students receiving free or reduced-cost lunch	1403	1451	1352
	48.5%	47.9%	44.3%

Note. --   means missing data.
 *   means data not reported to maintain student confidentiality (see FERPA).
 **   means School is participating in the Community Eligibility Provision.

Student Ethnicity, School Year 2015-16

Ethnicity	Count	Percent
Native American	16	0.5%
Black	141	4.6%
Chinese	34	1.1%
Filipino	1330	43.6%
Native Hawaiian	588	19.2%
Japanese	132	4.3%
Korean	15	0.4%
Portuguese	33	1.0%
Hispanic	101	3.3%
Samoan	149	4.8%
Indo-Chinese	25	0.8%
Micronesian	17	0.5%
Tongan	7	0.2%
Guamanian/Chamorro	26	0.8%
White	361	11.8%
White two or more	0	
Other Asian	13	0.4%
Other Pacific Islander	11	0.3%
Pacific Islander two or more	1	0.0%
Asian two or more	3	0.0%
Multiple, two or more	46	1.5%

n = 3049

DreamHouse Ewa Beach   Appendix B - 33
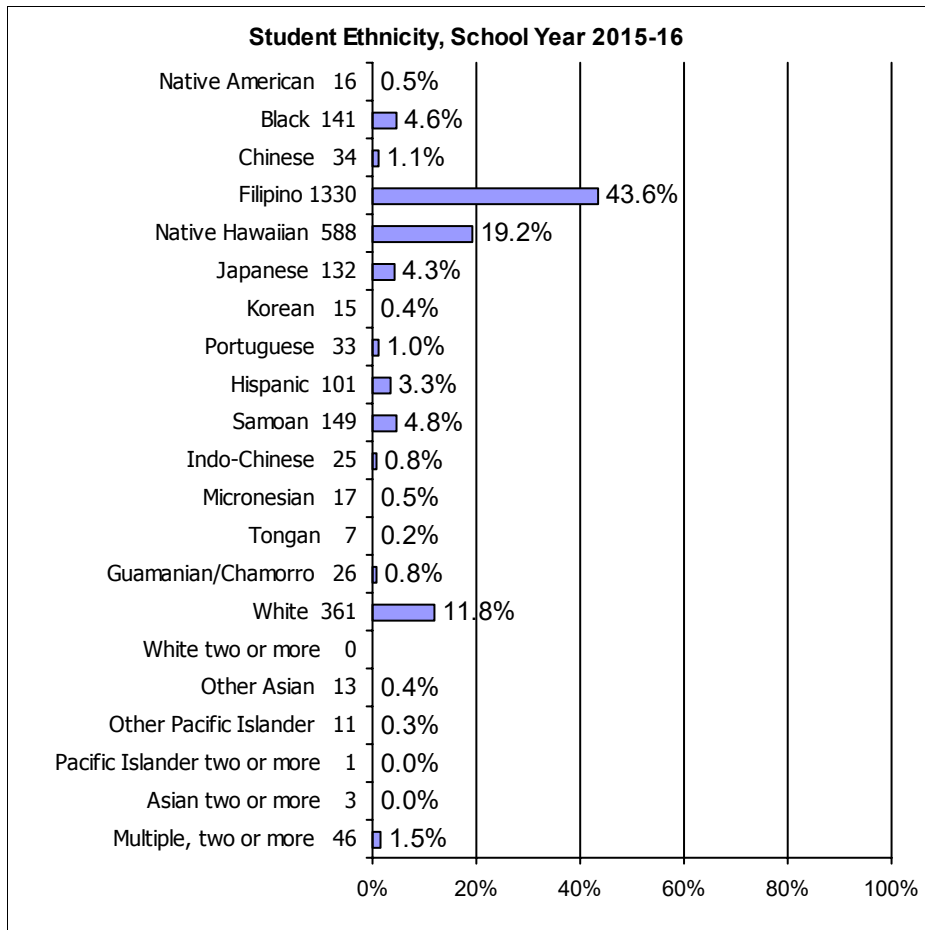
Ewa Beach Academic Landscape

VIEW	2015-16 SBA & HSA Proficiency (ELA / MATH / SCIENCE)
Campbell Complex	(52/38/44)
Cohort (grade 6)	(54/41/NA)
Cohort (grade 7)	(49/31/NA)
Cohort (grade 8)	(55/32/34)
Cohort (grade 10)	(74*/55*/45)
Cohort (grade 11)	(56/29/44)
Sub-group: ELL	(5/6/12)
Sub-group: Special Needs	(13/10/18)
Sub-group: Disadvantaged	(39/28/35)
Native Hawaiian	(37/25/30)

2013-14 SY

With regard to our goals of 100% meeting/exceeding standard in MATH & ELA by the end of 8th grade, maintaining this proficiency through high school (as measured in the 11th grade), and graduating 100% of students with a 100% acceptance rate to a 4-year college or university…

We acknowledge that we are setting incredibly ambitious academic goals, and as such will need to executive our academic plan and RTI model with fidelity. This is a starting place, **aligned with our core belief in the absolute potential of all students**, and we will revisit individual strategies, targets, and goals once we enroll students and get a better sense of who is in each cohort.
!

Private Schools within Campbell Sub-Complex

In addition to Hawai'i DOE schools, there exist five private school programs available to our target geographic and age demographic, specifically within Ewa and Ewa Beach.

SCHOOL	TOTAL ENROLLMENT (16-17)
Friendship Christian Schools (PK-12)	310
Hale O Ulu School (7-12)	20
Lanakila Baptist Jr. & Sr. High School (7-12)	70
Messiah Lutheran School (K-8)	57
Our Lady of Perpetual Help (K-9)	172

Search

State & County QuickFacts

NOTE: This version of QuickFacts will no longer be updated with new data. Please visit the new for the latest data.

Ewa Beach CDP, Hawaii

People QuickFacts	Ewa Beach CDP	Hawaii
Population, 2014 estimate	X	1,419,561
Population, 2010 (April 1) estimates base	X	1,360,301
Population, percent change - April 1, 2010 to July 1, 2014	X	4.4%
Population, 2010	14,955	1,360,301
Persons under 5 years, percent, 2010	6.6%	6.4%
Persons under 18 years, percent, 2010	26.3%	22.3%
Persons 65 years and over, percent, 2010	14.7%	14.3%
Female persons, percent, 2010	50.5%	49.9%
White alone, percent, 2010 (a)	8.4%	24.7%
Black or African American alone, percent, 2010 (a)	0.7%	1.6%
American Indian and Alaska Native alone, percent, 2010 (a)	0.1%	0.3%
Asian alone, percent, 2010 (a)	50.6%	38.6%
Native Hawaiian and Other Pacific Islander alone, percent, 2010 (a)	12.9%	10.0%
Two or More Races, percent, 2010	26.6%	23.6%
Hispanic or Latino, percent, 2010 (b)	11.1%	8.9%
White alone, not Hispanic or Latino, percent, 2010	7.2%	22.7%
Living in same house 1 year & over, percent, 2009-2013	90.3%	84.9%
Foreign born persons, percent, 2009-2013	27.1%	17.9%
Language other than English spoken at home, pct age 5+, 2009-2013	41.3%	25.4%
High school graduate or higher, percent of persons age 25+, 2009-2013	80.4%	90.4%
Bachelor's degree or higher, percent of persons age 25+, 2009-2013	11.6%	30.1%
Veterans, 2009-2013	1,301	112,625
Mean travel time to work (minutes), workers age 16+, 2009-2013	40.5	26.0
Housing units, 2010	3,490	519,508
Homeownership rate, 2009-2013	65.9%	57.6%
Housing units in multi-unit structures, percent, 2009-2013	20.6%	38.1%
Median value of owner-occupied housing units, 2009-2013	$410,300	$503,100
Households, 2009-2013	3,108	449,771
Persons per household, 2009-2013	4.63	2.96
Per capita money income in past 12 months (2013 dollars), 2009-2013	$20,557	$29,305
Median household income, 2009-2013	$74,858	$67,402
Persons below poverty level, percent, 2009-2013	16.4%	11.2%
Business QuickFacts	**Ewa Beach CDP**	**Hawaii**
Total number of firms, 2007	1,299	120,374
Black-owned firms, percent, 2007	2.6%	0.9%
American Indian- and Alaska Native-owned firms, percent, 2007	S	1.3%
Asian-owned firms, percent, 2007	62.2%	47.2%
Native Hawaiian and Other Pacific Islander-owned firms, percent, 2007	S	9.5%
Hispanic-owned firms, percent, 2007	3.5%	3.6%
Women-owned firms, percent, 2007	S	31.0%
Manufacturers shipments, 2007 ($1000)	0[1]	8,799,266
Merchant wholesaler sales, 2007 ($1000)	D	8,894,672
Retail sales, 2007 ($1000)	29,248	17,611,851
Retail sales per capita, 2007	NA	$13,793
Accommodation and food services sales, 2007 ($1000)	14,797	8,042,210
Geography QuickFacts	**Ewa Beach CDP**	**Hawaii**
Land area in square miles, 2010	1.21	6,422.63
Persons per square mile, 2010	12,400.5	211.8
FIPS Code	07450	15
Counties		

ALEX D. TEECE

PO BOX 1058
Honolulu, HI 96808-1058

alex_teece@mail.harvard.edu

EDUCATION

Harvard Graduate School of Education, Harvard University, Cambridge, MA   May 2016
Master of Education in School Leadership: School Development
Zuckerman Fellow, Center for Public Leadership, Harvard Kennedy School of Government
Principal Intern, Josiah Quincy Upper School, Boston Public Schools

Simon Business School, University of Rochester, Rochester, NY   June 2012
Master of Business Administration: Finance, Corporate Accounting, and International Management
Teach For America Scholarship, Dean Mark Zupan Scholarship
Study Abroad: Hong Kong University of Science & Technology, Hong Kong   Fall 2011

Graduate College of Education, University of Hawaii, Honolulu, HI   2008 – 2010
Master of Education in Teaching: Secondary English Language Arts, GPA: 4.0
Thesis: An action research study on presenting community opinion to 7th graders and studying related impact on identity
McInerny Scholarship Recipient; Licensed Teacher in the State of Hawaiʻi (#SL011259)

Park Center for Business and Sustainable Enterprise, Ithaca College, Ithaca, NY   2004 – 2008
Bachelor of Science in Business Administration: Management & Marketing
Study Abroad: Griffith University, Gold Coast, Australia   Fall 2006

EDUCATION EXPERIENCE

Teach For America – Hawaiʻi Region, Honolulu, HI   2012 – 2014
Director | Development & External Partnerships
- Designed and executed two-year development campaign that led to $5.9 million raised for regional operations and growth
- Managed four-person external affairs team in building funding network, increasing footprint in schools, and mobilizing alumni
- Served on seven-person leadership team to manage 21-person regional team towards ambitious growth plan and goals

Teach For America – Summer Training Institute, Phoenix, AZ   Summer 2012
School Director | Teleos Preparatory Academy
- Managed four-month preparation, five-week implementation, and execution of inaugural summer school program for 130 students
- Led six-person team in coaching, developing, and training 36 new teachers in lesson planning, curriculum, and lead-teaching
- Partnered with national non-profit to execute 75-person community service day that provided record 400 volunteer hours in a day

Teach For America – Summer Training Institute, Atlanta, GA   Summer 2010
Operations Director | Transportation and Special Events
- Collaborated with team of six to implement operational strategy leading to national record 91% approval from institute
- Designed and executed eight critical projects that realized a 16% increase in satisfaction through responsive data analysis
- Managed and trained two college interns in project management, relationship management, and strategy execution

Ilima Intermediate School, Ewa Beach, HI   2008 – 2010
Seventh Grade English Teacher | Team Leader
- Managed team of eight adults in designing and implementing cross-discipline instructional units and learning initiatives
- Analyzed and modeled performance trends of over 280 students leading to 86% course average over two years
- Increased state test scores of 24 students from 34% to a passing rate of 71% during five-week summer training institute

FINANCE EXPERIENCE

Bank of Hawaii – Commercial Credit Group, Honolulu, HI   2014 – 2015
Senior Analyst
- Served as Lead Underwriter for $98 million in new and renewal commercial real estate, photovoltaic, and revolving credit line deals
- Supported three commercial banking units in analyzing, structuring, and approving credit facilities for 40 commercial banking clients

Morgan Stanley – Public Finance Investment Banking, New York, NY   Summer 2011
Summer Associate | Non-profit Healthcare
- Supported eight deal teams on over $400 million of municipal security issuances while covering non-profit healthcare clients
- Developed over 40 deal pitch books for senior bankers resulting in two new debt restructuring deals valued at over $200 million

COMMUNITY & INTERESTS

- DreamHouse Ewa Beach Co-Founder, SEEQS Charter School Development Committee, Aloha United Way SYL Executive Board, Harvard Ed School Diversity Council, UH Mānoa Adjunct Professor & MEdT Candidate Coach, Campbell Complex Part-Time Teacher
- Travel and culture, hiking, open ocean swimming, yoga, cooking, fundraising, startups, Hawaiʻi

Attachment C – Listing of DOE complex areas and public and private schools (Criterion II.A.3)

"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."

Campbell Subcomplex

Elementary (7)
Ewa Elementary (K-6)
Ewa Beach Elementary (K-6)
Pohakea Elementary (K-6)
Holomua Elementary (K-6)
Kaimiloa Elementary (K-6)
Keoneula Elementary (K-6)
Iroquois Point Elementary (K-6)

Middle (2)
Ilima Intermediate (7-8)
Ewa Makai Middle School (7-8)

High (1)
Campbell High School (9-12)

Private (5)
Friendship Christian Schools (PK-12)
Hale O Ula School (7-12)
Lanakila Baptist Jr & Sr High School (7-12)
Messiah Lutheran School (K-8)
Our Lady of Perpetual Help (K-9)

Attachment CC – School director's job description or qualifications (Criterion V.A.4.a-b)

Please see Attachment BB for identified School Director's resume.

School Director
The School Director's responsibilities include management and oversight of all instruction and operations, including academic achievement, personnel management, and financial oversight. Leadership skills and characteristics required include the ability to:

- Embody, advocate for, and execute on the mission, vision and strategic direction of DreamHouse Ewa Beach (DreamHouse);
- Create, monitor and sustain a school culture of academic rigor through clear expectations of students, families, faculty, and Leadership Support Team
- Develop and implement mission-driven programs and policies;
- Advocate on behalf of the students, families, and faculty in a manner that is consistent with the mission of the school;
- Achieve dramatic and consistent improvement in student academic performance;
- Attend School Board meetings and serve on all School Board committees, providing essential data, relevant reports, and information necessary to govern the school in a timely and responsible manner;
- Recruit, hire, support, manage, and evaluate the Leadership Support Team and teachers;
- Drive the professional development and growth of faculty and administrative staff;
- Leverage research and resources to improve programming including, but not limited to: Leadership, Empowerment, Agency, Development (LEAD) framework, Individual Learning & Development (ILDP) framework, DreamHouse academic model and implementation, in-house curriculum development, and DreamHouse Core Competencies.
- Develop and implement fiscally-responsible, mission-aligned annual and five-year budget plans;
- Conduct statistical analysis of student achievement and financial data;
- Build positive, productive relationships with families, community members, non-profit organizations, corporations, foundations, and others who will support the realization of DreamHouse's mission and vision;
- Serve as representative for the school to external audiences including investors, media, community partners, government, and local leaders while building in school stakeholders - Leadership Support Team, teachers, students, parents - the ability to do so as well;
- Ensure educational and regulatory compliance at all governmental levels;
- Comply with the charter, accountability requirements, and all relevant laws.

In addition to the above leadership responsibilities, the School Director will have key administrative duties:

- Provide day–to-day leadership of the school;
- Recruit, hire, and evaluate all staff members;
- Manage Leadership Support Team;
- Recruit and enroll students; manage the public drawing;
- Lead community meetings, faculty meetings, and school leadership meetings
- Design, teach and lead strategic professional development for instructional and administrative staff;
- Use data to evaluate teacher performance and student academic achievement and develop targeted action plans for improvement;
- Provide all necessary resources, training, and materials for the staff to effectively raise student academic achievement;
- Model and maintain a safe, structured, supportive school culture and oversee student discipline;
- Implement school-wide and oversee classroom-based parent communication systems and involvement;
- Recommend staffing levels and budgetary priorities to School and Non-Profit Boards;
- Document and disseminate the school's academic and operational processes;
- Develop and implement fundraising initiatives that contribute to student and staff development and meet the school's financial commitments;
- Mediate and manage school-related conflicts;
- Handle employment and dismissal of personnel, salaries and contracts, job assignments, performance evaluation, orientation and training;
- Establish budgets and plans to ensure that school meets its financial commitments to its students, staff, and community;
- Manage the application process for public and private funding;
- Interface with community and business leaders to achieve academic, marketing, and financial goals for the school and to share best practices;
- Manage and allocate the finances of the school prudently and efficiently to maximize student achievement;
- Work with the Board and its Committees to marshal resources for capital improvements and a permanent facility, extracurricular curricular opportunities, and supplemental academic programs;
- Ensure the accuracy of all financial documents in conjunction with the operation of the school including budgets, cash flow statements, expenditures, revenues, payroll, benefits, taxes, etc.;
- Seek self and developmental opportunities in line with the mission of DreamHouse;
- Perform and execute other tasks as assigned by the School Board.

Key qualifications:

- Outstanding commitment to the mission and vision of the school;
- Experience in education, strategic planning, staff development, board relations, financial management, fund development, organizational leadership, and operations;
- Solutions-oriented strategic thinker who has overcome complex organizational challenges;
- Unwavering in pursuit of excellence even in the face of difficult opposition and challenges;
- Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions;
- Teaching experience in urban areas with marked and measurable impact on student achievement;
- Fundraising experience with a history of cultivating and securing financial support from individuals, foundations, and corporations, preferably within Hawaiʻi;
- Experienced public speaker and facilitator of public, group conversation;
- Humility and respect for the local education landscape, community, and stakeholders;
- Professional and persuasive writer;
- Master's degree preferred;
- Hawaiʻi and Ewa Beach contextual knowledge preferred;
- Local knowledge of the Hawaiʻi Department of Education and charter school landscape highly preferred.

Timeline:

Q1 2017	Q2 2017	Q3 2017	Q4 2017	Q1 2018	Q1 2018
School Director Identified	N/A	N/A	N/A	N/A	N/A

Comprehensive Plan for Recruitment & Selection:

School Director has been identified and resume is attached as Attachment BB. School Director was screened by founding applicant team against the above job description and it has been determined they meet the criteria.

Attachment D – Student's Typical School Day

6th grade student, Kainalu (he's back!) / Fall 2018, October, Term I

7:55AM	Kainalu walks to school and heads to whole school morning protocol and intention setting for the day; greeted and welcomed by multiple adults.
8:00AM – 8:20AM *(20 mins)*	*Morning protocol* begins with whole school, student-led oli to ground in the day as a learning community; students break out to home cohorts for attendance, check-in, and to co-set intentions for the day. Off to Block A.
8:20AM – 9:30AM *(70 mins)*	BLOCK A| *English Language Arts* begins with a short mini lesson on writers workshop and quickly rolls into student centers that focus on clarity and theme development, media / performance integration, and editing story of self; teacher coaches students in one-on-one conversations throughout class; students log progress by 9:30 and assign their own next steps for homework.
9:35AM – 10:45AM *(70 mins)*	BLOCK B	*Physical Science* begins with a hands-on lab where we heat pohaku and discuss thermal energy; students break into groups to tackle questions around energy sustainability, local and international thermal energy projects, and share through group posters they post on wall as their exit ticket. Lunch *(phew, I'm hungry)*.
10:45AM – 11:15AM *(30 mins)*	LUNCH	At *lunch* Kainalu takes a breather, enjoys musubi, talks story.
11:15AM – 12:25PM *(70 mins)*	BLOCK C	*Applied Mathematics* begins with group homework moderation and solution-finding and rolls into group work with percentages in the context of Hawaiʻi census data comparing income levels, college attainment, and other indicators; students group-design headlines and mini-presentations, grounded in data, that highlight the assets and challenges of each community; share.
12:30PM – 1:40PM *(70 mins)*	BLOCK D	*Hawaiian Studies & Perspective* requires each student to individually compare voyaging culture to today's contemporary Hawaiian society, as well as another culture of their choice (imagine three circle Venn Diagram); class-wide chalk mural is built outside showing diversity in thinking.
1:45PM – 2:18PM *(33 mins)*	*TUTORIAL*	Kainalu has been struggling with story of self workshops this week so he is going to work with the students who self-select into this tutorial – 13 do, and small groups brainstorm solutions to shared challenges of story of self; teacher supports with prompting questions and some ideas.
2:20PM – 3:00PM *(40 mins)*	*LEADERSHIP & IDENTITY DEVELOPMENT*	Today's focus is on identity. Students self-identify into various groups (Hawaiian, Kamaʻaina, Haole, etc.) and engage in staff-supported discussion questions and sharing protocols; personal journaling; groups discuss intersectionality and shared values, close whole school. 3PM school is finished and off to Hale Pono Boys & Girls Club.

Attachment DD – School leadership and management team's resumes (Criterion V.A.5.c)

If known, identify the individuals who will fill these positions and provide, as Attachment DD (required attachment, no page limit), the resumes for these individuals as evidence that the individuals demonstrate the qualifications, capacities, and commitment to carry out their designated roles to ensure the success of the proposed school. Submit Attachment DD (required attachment, no page limit) to indicate that the business manager and registrar is known or unknown at the time of the application.

At the time of the application, the DreamHouse Ewa Beach team has a deep pool of potential candidates to round out the founding Leadership Support Team (school leadership / management team), with multiple candidates indicating strong interest in filling one of the three roles (Instructional Lead, Special Education Lead, and Operations Lead).

Given this school would not open until July 2018 – 18 months from the time of the application – these individuals have asked for our discretion due to the sensitive nature of their current employment (i.e. telling your employer you are thinking about leaving within a year is not always received well).

Lastly, sourcing these candidates and bringing on founding members of our Leadership Support Team is a top priority beginning July 2017 once the Commission has rendered a decision. We are confident that an experienced, diverse, committed team of three individuals will come from the network we maintain.

Next Page: please see the recruitment, selection, and development plan for our founding Leadership Support Team (school leadership and management team).

Timeline	Jan-Mar '17 (Q1)	Apr-Jun '17 (Q2)	Jul-Sep '17 (Q3)	Oct-Dec '17 (Q4)	Jan-Mar '18 (Q1)	Apr-Jun '18 (Q2)
Area: Academic | Leadership Support Team (LST)						
Bucket: Leadership Support Team (LST)	HOLD	HOLD	Diverse pool created; interviews	Selection & on-boarding	Team development and start-up execution	Final preparations, begin teacher development
Lead: Alex	*Identify tier I, II, and pipeline candidates for Leadership Support team	*Conduct outreach and gauge interest *Draft and circulate job descriptions	*Continue conversations with potential team members *Ask, recruit, interview potential team members *Make offers *Structure	*Design & host Oct. weekend retreat / kick-off for LST *Send weekly e-mail and hold one:one check ins *Provide reading, training materials, and role-identity development materials	*Invite to canvas; prepare for informational meetings, lottery, and family conversations *Invite LST to home / family meetings	*Hold bi-weekly weekend meetings / workshops for LST *Engage LST in training and development re: academic plan *Coach members in building role clarity and identity *Co-build initial DH Block scope & sequence
Main Collaborators: Applicant Team, then Founding School Board	Generate names; connect candidates with Alex	Generate names; connect candidates with Alex	Generate names; connect candidates with Alex	Co-interview (if necessary); available for one:one time, relationship-building	Development of on-boarding and training materials	Development of training & development materials
Outcome	Network leveraged; pool of at least 5 candidates per position is created	Continue leveraging network and deepen pool	Source and interview from pool; make conditional offers; establish initial team	Team Created (target Oct.); rapport and culture established	Culture strengthened; role clarity achieved; autonomous work streams	Team Ready to Open School

!

Attachment E – Teacher's Typical School Day (English Language Arts)
6th grade teacher, Mrs. Carlson / Fall 2018, October, Term I, Wednesday (D; E; Prep A; B)

8:00AM – 8:20AM *(20 mins)*	After good mornings and high fives to multiple students, I stand outside with all students as they lead each other in morning protocol and oli. Head into **homeroom / advisory cohorts** to check attendance and set intentions for the day (students offer insight). Around 8:17 kids head off to A Block.
8:20AM – 9:30AM *(70 mins)* **9:35AM – 10:45AM** *(70 mins)*	**BLOCK D & E** | Greet students as they walk in and direct to both boards for three-part directions around their stories of self: (1) framing of class time and initial instructions, (2) workshop protocol and station overview, (3) end-of-class checkpoints and sharing. Take 10 minutes at start to frame productive writers workshops procedures, model with one student, and highlight three stations (clarity and theme development, media integration and performance, and co-editing). Middle 40 minutes of class are stations where students lead their own learning and I support through questions; spend majority of time at editing station, coaching students one-one-one who are asking each other questions. Final 20 minutes of class is student small group sharing and a few whole class examples; students log work and assign own next steps for HW. Class ends.
10:45AM – 11:15AM *(30 mins)*	**LUNCH** | Closing my door, I think, *"I wonder if Mr. Halagao is next door... I'll bounce a couple of Leadership & Identity Development block ideas off of him as I prep for next week's block."* Leftovers; yum.
11:15AM – 12:30PM *(75 mins)*	BLOCK A + Passing | **Prep time!** Today I am going over last week's formative assessments that focused on local poetry analysis to see if my kids get literary devices; then reviewing students' self-assigned HW online, and prepping for tomorrow's LID Block on local leadership voices and styles... *glad I have my "20% time" tomorrow to iterate on this.*
12:30PM – 1:40PM *(70 mins)*	**Block B** | Teach! D & E went well earlier, but I am going to float more and coach students at the beginning of class to coach each other. I support more at the media station, although my kids know way more than I do here!
1:45PM – 2:18PM *(33 mins)*	**TUTORIAL** | I have 14 students today who break up into 5 groups to work on stories of self components; I float and ask questions, serve as more of a thought-partner here than anything. Close out and wish each a good day.
2:20PM – 3:00PM *(40 mins)*	**STAFF HUDDLE** | I hustle over to our Wednesday staff huddle which serves as our weekly temperature checkpoint; Mr. Halagao is sharing facilitation notes for tomorrow's Leadership & Identity Development Block, the most recent round of SBA practice data with additional demographic information, and as a team we block off different times over the coming weeks to collaborate, co-investigate, and plan next steps in our classes and a school; huddle ends with student success story and a quote.

EE – School leadership and management team's job descriptions or qualifications (Section V.A.5.a-b)

Submit position descriptions for a business manager and registrar (or positions that will carry out the duties of a business manager and registrar). These positions will make up the proposed school's leadership or management team beyond the school director. The applicant is required to provide the position descriptions as Attachment EE (required attachment, no page limit). The description must include:

a. The job description, responsibilities, characteristics, and qualifications for the business manager and registrar. The position description shall include rigorous criteria that are designed to recruit individuals for these positions that have the experience and ability to perform the duties of each position.
b. A 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.

FOUNDING SCHOOL LEADERSHIP TEAM (aka Leadership Support Team)

(I) SCHOOL DIRECTOR
(II) INSTRUCTIONAL LEAD
(III) SPECIAL EDUCATION LEAD
(IV) OPERATIONS LEAD (business manager / registrar)

I. School Director
The School Director's responsibilities include management and oversight of all instruction and operations, including academic achievement, personnel management, and financial oversight. Leadership skills and characteristics required include the ability to:

● Embody, advocate for, and execute on the mission, vision and strategic direction of DreamHouse Ewa Beach (DreamHouse);
● Create, monitor and sustain a school culture of academic rigor through clear expectations of students, families, faculty, and Leadership Support Team
● Develop and implement mission-driven programs and policies;
● Advocate on behalf of the students, families, and faculty in a manner that is consistent with the mission of the school;
● Achieve dramatic and consistent improvement in student academic performance;
● Attend School Board meetings and serve on all School Board committees, providing essential data, relevant reports, and information necessary to govern the school in a timely and responsible manner;

- Recruit, hire, support, manage, and evaluate the Leadership Support Team and teachers;
- Drive the professional development and growth of faculty and administrative staff;
- Leverage research and resources to improve programming including, but not limited to: Leadership, Empowerment, Agency, Development (LEAD) framework, Individual Learning & Development (ILDP) framework, DreamHouse academic model and implementation, in-house curriculum development, and DreamHouse Core Competencies.
- Develop and implement fiscally-responsible, mission-aligned annual and five-year budget plans;
- Conduct statistical analysis of student achievement and financial data;
- Build positive, productive relationships with families, community members, non-profit organizations, corporations, foundations, and others who will support the realization of DreamHouse's mission and vision;
- Serve as representative for the school to external audiences including investors, media, community partners, government, and local leaders while building in school stakeholders - Leadership Support Team, teachers, students, parents - the ability to do so as well;
- Ensure educational and regulatory compliance at all governmental levels;
- Comply with the charter, accountability requirements, and all relevant laws;

In addition to the above leadership responsibilities, the School Director will have key administrative duties:

- Provide day–to-day leadership of the school;
- Recruit, hire, and evaluate all staff members;
- Manage Leadership Support Team;
- Recruit and enroll students; manage the public drawing;
- Lead community meetings, faculty meetings, and school leadership meetings
- Design, teach and lead strategic professional development for instructional and administrative staff;
- Use data to evaluate teacher performance and student academic achievement and develop targeted action plans for improvement;
- Provide all necessary resources, training, and materials for the staff to effectively raise student academic achievement;
- Model and maintain a safe, structured, supportive school culture and oversee student discipline;
- Implement school-wide and oversee classroom-based parent communication systems and involvement;
- Recommend staffing levels and budgetary priorities to School and Non-Profit Boards;
- Document and disseminate the school's academic and operational processes;

- Develop and implement fundraising initiatives that contribute to student and staff development and meet the school's financial commitments;
- Mediate and manage school-related conflicts;
- Handle employment and dismissal of personnel, salaries and contracts, job assignments, performance evaluation, orientation and training;
- Establish budgets and plans to ensure that school meets its financial commitments to its students, staff, and community;
- Manage the application process for public and private funding;
- Interface with community and business leaders to achieve academic, marketing, and financial goals for the school and to share best practices;
- Manage and allocate the finances of the school prudently and efficiently to maximize student achievement;
- Work with the Board and its Committees to marshal resources for capital improvements and a permanent facility, extracurricular curricular opportunities, and supplemental academic programs;
- Ensure the accuracy of all financial documents in conjunction with the operation of the school including budgets, cash flow statements, expenditures, revenues, payroll, benefits, taxes, etc.;
- Seek self and developmental opportunities in line with the mission of DreamHouse;
- Perform and execute other tasks as assigned by the School Board;

Key qualifications:

- Outstanding commitment to the mission and vision of the school;
- Experience in education, strategic planning, staff development, board relations, financial management, fund development, organizational leadership, and operations;
- Solutions-oriented strategic thinker who has overcome complex organizational challenges;
- Unwavering in pursuit of excellence even in the face of difficult opposition and challenges;
- Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions;
- Teaching experience in urban areas with marked and measurable impact on student achievement;
- Fundraising experience with a history of cultivating and securing financial support from individuals, foundations, and corporations, preferably within Hawaiʻi;
- Experienced public speaker and facilitator of public, group conversation;
- Humility and respect for the local education landscape, community, and stakeholders;
- Professional and persuasive writer;
- Master's degree preferred;

- Hawaiʻi and Ewa Beach contextual knowledge preferred;
- Local knowledge of the Hawaiʻi Department of Education and charter school landscape highly preferred.

II. Instructional Lead

The Instructional Lead, in direct partnership with the School Director and Leadership Support Team, provides instructional leadership for the academic success of the school. Leadership skills and characteristics required include the ability to:

- Embody, advocate and operationalize the mission, vision and strategic direction of the school;
- Work collaboratively with the School Director to set, adjust, and achieve academic trajectory of DreamHouse;
- Create, monitor and sustain a school culture of academic rigor through clear expectations of students, families, teachers, and Leadership Support Team;
- Advocate on behalf of the students, families, and faculty in a way that is consistent with the mission of the school;
- Achieve dramatic and consistent improvement in student academic performance;
- Partner with School Director to recruit, interview, select, evaluate, and retain outstanding instructional staff;
- Support the professional development and growth of all staff;
- Design and support various leadership and identity development learning experiences for staff and students (aligned with our vision, school culture, and internal frameworks);
- Design, teach, and lead professional development when appropriate;
- Design and implement coherent, research-based curricula and assessment systems in the core subjects;
- Comply with the charter, accountability requirements, and all relevant law;
- Provide all relevant data, reports and information to the administrative team;
- Create, monitor, and sustain a culture of high academic and behavioral expectations;
- Support the needs of teachers in ensuring all children meet ambitious academic goals;
- Observe teachers on a regular basis, both formally and informally, and provide strategic coaching and feedback, both written and in-person;
- Model lessons for teachers to support development of specific instructional practices;

Specific responsibilities that the Instructional Lead must carry out:

- Develop school systems and structures that maximize student learning;
- Evaluate academic achievement through detailed data analysis and present that information to teachers and leadership support in an easily accessible format;

- Provide all necessary resources, training, and materials to the teaching staff to effectively raise student academic achievement;
- Assist in student recruitment and family outreach;
- Set and monitor grading policies and practices, classroom structures, and teaching methodologies to ensure school-wide consistency;
- With the School Director, design the school's academic standards, benchmarks, assessments, and curricula to align with state and national standards;
- Assist in the planning and implementation of all teacher professional development;
- Coordinate administration to students of all standardized evaluations including interim assessments, state testing, diagnostics, and other assessments;
- Document and disseminate curriculum units and academic processes;
- Mediate and manage conflicting demands of the teaching staff;
- Establish personnel policies and standards of conduct in conjunction with leadership support team;
- Support with setting and monitoring the teaching schedule;
- Prepare and submit timely reports and evaluations to all external agencies and funding sources as required;
- Teach as needed;

A qualified candidate will bring:

- Strong commitment to the mission and vision of the school;
- Experienced in education, strategic planning, staff development, curriculum development, and management;
- Unwavering in pursuit of excellence even in the face of difficult opposition and challenges;
- Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions;
- Teaching experience in urban areas with marked success and quantifiable and objective student performance gains that surpass state averages;
- Proven ability to lead a diverse team of teachers;
- Analytical problem-solver and solutions-oriented strategic thinker who overcomes difficult organizational challenges;
- Three to five years of teaching and educational leadership experience preferred;
- Master's degree preferred;
- Humility and respect for the local education landscape, community, and stakeholders;
- Hawaiʻi and Ewa Beach contextual knowledge preferred;
- Local knowledge of the Hawaiʻi Department of Education and charter school landscape highly preferred.

III. Special Education Lead

The Special Education Lead is the primary manager of all IEP and 504-related accommodations while also implementing and managing the school's response to intervention support platform and coaching and supporting teachers and leadership support in the supporting all students. Leadership skills and characteristics required include the ability to:

- Embody, advocate and operationalize the mission, vision and strategic direction of the school;
- Work collaboratively with the School Director to set, adjust, and achieve academic trajectory of all children with special accommodations at DreamHouse;
- Imagine and design a seven-year trajectory for the experience of children with special needs and/or accommodations at DreamHouse and use this trajectory to inform key academic decisions throughout the growth of the school;
- Create, monitor and sustain a school culture of academic rigor through clear expectations of students, families, teachers, and leadership support team;
- Create, monitor, and sustain a culture of high academic and behavioral expectations
- Advocate on behalf of the students, families, and faculty in a way that is consistent with the mission of the school;
- Achieve dramatic and consistent improvement in student academic performance;
- Partner with School Director to recruit, interview, select, evaluate, and retain outstanding instructional staff;
- Support the professional development and growth of all staff;
- Design, teach, and lead professional development when appropriate;
- Design and implement coherent, research-based social-emotional learning and behavior support programs;
- Manage IEP and 504B accommodations in line with state and federal law;
- Engage with and support parents in the IEP process while handling logistics, administrative duties, liaising with state agencies, and showing unwavering support to every child through this process;
- Partner with local elementary feeder schools to vertically align and streamline supports;
- Model lessons for teachers to support development of specific behavior management and school culture practices;
- Actively manage and implement the school's response to intervention model and corresponding supports and modification plans;

Specific administrative responsibilities that the Special Education Lead must carry out:

- Develop school and classrooms systems, rituals, and routines that maximize student learning;

- Provide all necessary resources, training, and materials to the teaching staff to effectively support students' social-emotional development including IEP and 504B supports;
- Support student recruitment and family outreach;
- Assist in the planning and implementation of all teacher professional development;
- Establish personnel policies and standards of conduct in conjunction with the leadership support team;
- Teach as needed;

A qualified candidate will bring:

- Exceptional compassion, empathy, and belief in each and every child with special needs;
- Strong commitment to the mission and vision of the school;
- Experienced in education, strategic planning, staff development, social-emotional learning, and IEP / 504B accommodation management;
- Unwavering in pursuit of excellence even in the face of difficult opposition and challenges;
- Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions;
- Teaching experience in urban areas with marked success and quantifiable and objective student performance gains that surpass state averages;
- Proven ability to lead a diverse team of teachers;
- Analytical problem-solver and solutions-oriented strategic thinker who overcomes difficult organizational challenges;
- Three to five years of teaching and educational leadership experience preferred;
- Master's degree preferred;
- Hawai'i and Ewa Beach contextual knowledge preferred;
- Local knowledge of the Hawai'i Department of Education and charter school landscape highly preferred.

IV. Operations Lead

The Operations Lead will manage financial systems and human resources for the school, implement strategies to meet overarching operational needs, manages the school's nutrition, health and safety programs, support daily school operations, and own work streams of a traditional registrar. Leadership skills and characteristics required include the ability to:

- Embody and advocate the mission, vision, and strategic direction of the school;
- Oversee compliance with all federal and state financial reporting requirements;
- Create, monitor, and sustain high standards of financial management and oversight with regards to budgets, cash flow statements, expenditures, revenues, payroll, taxes etc.;

- Handle all school finances, including paying bills, overseeing purchase orders, and payroll;
- Prepare for annual audit;
- Handle all personnel paperwork including all benefits offered by the school, W2s, disability, family leave, etc.;
- Ensure compliance with all employment and records management law;
- Report all pertinent data to Leadership Support Team;
- Manage grants, disbursements, guidelines and reporting in conjunction with administrators and faculty;
- Manage development operations including grant writing, document preparation, funder communication, and relationship management;
- Support in the development of relationships with the school's banking institutions and understand cash-flow needs of the school to minimize short-term credit obligations;
- Oversee compliance with all federal and state financial reporting requirements related to nutrition, health and safety;
- Manage recruitment, lottery, enrollment, and matriculation records;
- Create and manage student schedules;
- Manage student records;
- Manage systems for family communication and engagement;

Specific administrative responsibilities that the Operations Manager must carry out:

- Ensure compliance with generally accepted accounting principles and any additional applicable standards;
- Provide the bookkeeping services for the school;
- Work with School Director on developing the yearly budget;
- Develop financial reports for the School Board and also attend the all Finance Committee meetings;
- Prepare day-to-day accounting processes of the school, including general ledger, accounts payable and receivable, cash receipts and disbursements, payroll benefits, and taxes;
- Teach and lead professional development on reporting/finance, health/safety when appropriate;
- Coordinate the purchase of goods and services for the school;

Key qualifications:

- Commitment to DreamHouse's mission and organizational success;
- A sense of optimism and creativity – able to approach challenges, scarce resources, and overwhelming situations with a sense of poise, purpose, and positivity;

- Results-driven business leader with experience in, and commitment to, operational and financial excellence and the use of data and assessments to drive operational and financial decisions;
- College degree and two years of experience in operations and/or finance preferred
- Ambition and desire to grow as a leader;
- Master's degree preferred;
- Experience in an educational setting preferred;
- Hawai'i and Ewa Beach contextual knowledge preferred;
- Local knowledge of the Hawai'i Department of Education and charter school landscape highly preferred.
- Technological proficiency in Microsoft Office, QuickBooks, and/or other financial management software;
- Excellent technical and persuasive writer;
- Strong organizational capacity.

Timeline	Jan-Mar '17 (Q1)	Apr-Jun '17 (Q2)	Jul-Sep '17 (Q3)	Oct-Dec '17 (Q4)	Jan-Mar '18 (Q1)	Apr-Jun '18 (Q2)
Area: Academic | Leadership Support Team (LST)						
Bucket: Leadership Support Team (LST)	HOLD	HOLD	Diverse pool created; interviews	Selection & on-boarding	Team development and start-up execution	Final preparations, begin teacher development
Lead: Alex	*Identify tier I, II, and pipeline candidates for Leadership Support team	*Conduct outreach and gauge interest *Draft and circulate job descriptions	*Continue conversations with potential team members *Ask, recruit, interview potential team members *Make offers *Structure	*Design & host Oct. weekend retreat / kick-off for LST *Send weekly e-mail and hold one:one check ins *Provide reading, training materials, and role-identity development materials	*Invite to canvas; prepare for informational meetings, lottery, and family conversations *Invite LST to home / family meetings	*Hold bi-weekly weekend meetings / workshops for LST *Engage LST in training and development re: academic plan *Coach members in building role clarity and identity *Co-build initial DH Block scope & sequence
Main Collaborators: Applicant Team, then Founding School Board	Generate names; connect candidates with Alex	Generate names; connect candidates with Alex	Generate names; connect candidates with Alex	Co-interview (if necessary); available for one:one time, relationship-building	Development of on-boarding and training materials	Development of training & development materials
Outcome	Network leveraged; pool of at least 5 candidates per position is created	Continue leveraging network and deepen pool	Source and interview from pool; make conditional offers; establish initial team	Team Created (target Oct.); rapport and culture established	Culture strengthened; role clarity achieved; autonomous work streams	Team Ready to Open School

!

Attachment G - Staffing Chart

Use the appropriate table below to outline the staffing plan for the proposed school. Adjust or add functions and titles and add or delete rows as needed. Include the salary and full-time employee ("FTE") equivalency (*e.g.*, 1.0 FTE, 0.5 FTE, etc.) for each position for each year. *(Note: salary per position multiplied by "FTE"; example: year 1 6th grade core subject teacher paid $50,000 * 4.0 FTE = $200,000 for all four founding 6th grade core subject teachers).*

Middle School Staffing Model and Rollout

	Salary and FTE Per Position Per Year					
YEAR *(Assume 3% salary increase / year)* **Grade:**	**Year 1** **18-19** **6**	**Year 2** **19-20** **6,7**	**Year 3** **20-21** **6,7,8**	**Year 4** **21-22** **6,7,8,9**	**Year 5** **22-23** **6,7,8,9,10**	**Capacity 7** **24-25** **6-12**
School Director (1.0 FTE) (no increase)	80,000	80,000	80,000	80,000	80,000	80,000
Middle School Lead (Asst. SD) (1.0 FTE)	-	-	-	65,000	66,950	71,027
Add'l School Leadership [Instructional Lead] (1.0 FTE)	60,000	61,800	63,654	65,564	67,531	71,643
Add'l School Leadership Position 2 [Special Education Lead] (1.0 FTE)	55,000	56,650	58,350	60,100	61,903	65,673
Add'l School Leadership Position 3 [Operations Manager] (1.0 FTE)	55,000	56,650	58,350	60,100	61,903	65,673
6th Teachers (Core Subjects) (4.0 FTE)	50,000	51,500	53,045	54,636	56,275	59,703
7th Teachers (Core Subjects) (4.0 FTE)	-	50,000	51,500	53,045	54,636	57,964
8th Teachers (Core Subjects) (4.0 FTE)	-	-	50,000	51,500	53,045	56,275
6th Teachers (Elective) (1.0 FTE)	50,000	51,500	53,045	54,636	56,275	59,703
7th Teachers (Elective) (2.0 FTE)	-	50,000	51,500	53,045	54,636	57,964
8th Teachers (Elective) (2.0 FTE)	-	-	50,000	51,500	53,045	56,275
7th Student Support (Special Ed; 1.0 FTE)	-	50,000	51,500	53,045	54,636	57,964
8th Student Support (Special Ed; 1.0 FTE)	-	-	50,000	51,500	53,045	56,275
Specialized School Staff 1 [specify]	-	-	-	-	-	-
Specialized School Staff 2 [specify]	-	-	-	-	-	-
Teacher Aides and Assistants	-	-	-	-	-	-
School Operations Support Staff	-	-	-	55,000	56,650	60,100
Total Middle School FTEs	**9**	**16**	**23**	**25**	**25**	**25**
Total Middle School Salaries	**500,000**	**862,200**	**1,236,078**	**1,390,760**	**1,430,083**	**1,512,303**

NOTE:
- *"Specials" changed to "Elective"*
- *Teachers Aides and Assistants not applicable with regard to funding; UH West Oʻahu and UH Mānoa graduate candidates will serve as these FTEs in our staffing model, unpaid.*

High School Staffing Model and Rollout

Title *(Assume 3% salary increase / year)* Grade:	Salary and FTE Per Position Per Year					
	Year 1 18-19 6	Year 2 19-20 6,7	Year 3 20-21 6,7,8	Year 4 21-22 6,7,8,9	Year 5 22-23 6,7,8,9,10	Capacity 7 24-25 6-12
School Director, Middle School Lead (Asst. SD), Add'l School Leadership Positions, School Operations Support Staff	(Hold From Above)					
9th Teachers (Core Subjects) (4.0 FTE)	-	-	-	50,000	51,500	54,636
10th Teachers (Core Subjects) (4.0 FTE)	-	-	-	-	50,000	53,045
11th Teachers (Core Subjects) (4.0 FTE)	-	-	-	-	-	51,500
12th Teachers (Core Subjects) (3.0 FTE)	-	-	-	-	-	50,000
9th Teachers (Elective) (2.0 FTE)	-	-	-	50,000	51,500	54,636
10th Teachers (Elective) (2.0 FTE)	-	-	-	-	50,000	53,045
11th Teachers (Elective) (2.0 FTE)	-	-	-	-	-	51,500
12th Teachers (Elective) (2.0 FTE)	-	-	-	-	-	50,000
9th Student Support Position (Special Ed; 1.0 FTE)	-	-	-	50,000	51,500	54,636
10th Student Support Position (Special Ed; 1.0 FTE)	-	-	-	-	50,000	53,045
11th Student Support Position (Special Ed; 1.0 FTE)	-	-	-	-	-	51,500
12th Student Support Position (Special Ed; 1.0 FTE)	-	-	-	-	-	50,000
Specialized School Staff 1 [specify]						
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants						
Total High School FTEs	**0**	**0**	**0**	**7**	**14**	**27**
Total High School Salaries	**0**	**0**	**0**	**350,000**	**710,500**	**1,414,269**

Total Middle School FTEs	**9**	**16**	**23**	**25**	**25**	**25**
Total Middle School Salaries	**500,000**	**862,200**	**1,236,078**	**1,390,760**	**1,430,083**	**1,512,303**
Total High School FTEs	**0**	**0**	**0**	**7**	**14**	**27**
Total High School Salaries	**0**	**0**	**0**	**350,000**	**710,500**	**1,414,269**
TOTAL MS & HS FTES	**9**	**16**	**23**	**32**	**39**	**52**
TOTAL MS & HS SALARIES	**500,000**	**862,600**	**1,236,078**	**1,740,760**	**2,140,583**	**2,926,573**

Exhibit 6: Final Review Checklist

Final Review Checklist

Initial each item to indicate that it has been completed.

ADT A copy of the application and all of its attachments has been saved for your records.

ADT All required attachments have been submitted.

ADT The application adheres to all applicable page and word limits.

ADT All elements of the application have been converted to proper format for submission.

ADT Application does not contain handwritten parts (other than signatures).

ADT Every page of the narrative proposal is properly labeled with a page number and name of the proposed school in the footer.

The Massachusetts Model System for Educator Evaluation

Part V: Implementation Guide for Principal Evaluation

January 2012

This document was prepared by the
Massachusetts Department of Elementary and Secondary Education
Mitchell D. Chester, Ed.D.
Commissioner

Board of Elementary and Secondary Education Members
Ms. Maura Banta, Chair, Melrose
Ms. Beverly Holmes, Vice Chair, Springfield
Dr. Vanessa Calderón-Rosado, Milton
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Mr. Matthew Gifford, Chair, Student Advisory Council, Brookline
Dr. Jeff Howard, Reading
Ms. Ruth Kaplan, Brookline
Dr. Dana Mohler-Faria, Bridgewater
Mr. Paul Reville, Secretary of Education, Worcester
Mr. David Roach, Sutton

Mitchell D. Chester, Ed.D., Commissioner and Secretary to the Board

Contents

Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906　　　*Telephone: (781) 338-3000*
TTY: N.E.T. Relay 1-800-439-2370

Mitchell D. Chester, Ed.D.
Commissioner

January 10, 2012

Dear Educators and other interested Stakeholders,

I am pleased to present Part I of the Massachusetts Model System for Educator Evaluation. Since late June, when the Board of Elementary and Secondary Education adopted regulations to improve student learning by overhauling educator evaluation in the Commonwealth, staff here at the Department has been working closely with stakeholders to develop the Model System called for in the regulations. With the help of thoughtful suggestions and candid feedback from a wide range of stakeholders, we developed the first six components of the Model System:

- District-Level Planning and Implementation Guide
- School-Level Planning and Implementation Guide
- Guide to Rubrics and Model Rubrics for Superintendent, Administrator and Teacher
- Model Collective Bargaining Contract Language
- Implementation Guide for Principal Evaluation
- Implementation Guide for Superintendent Evaluation

I am excited by the promise of Massachusetts' new regulations. Thoughtfully and strategically implemented, they will improve student learning by supporting analytical conversation about teaching and leading that will strengthen professional practice. At the same time, the new regulations provide the opportunity for educators to take charge of their own growth and development by setting individual and group goals related to student learning.

The Members of the State Board and I know that improvement in the quality and effectiveness of educator evaluation will happen only if the Department does the hard work ahead "with the field," not "to the field." To that end, we at the Department need to learn with the field. We will continue to revise and improve the Model System including the Implementation Guides based on what we learn with the field over the next few years. To help us do that, please do not hesitate to send your comments, questions and suggestions to us at EducatorEvaluation@doe.mass.edu. Please also visit the Educator Evaluation webpage at www.doe.mass.edu/edeval/. We will be updating the page regularly.

Please know that you can count on the Department to be an active, engaged partner in the challenging, but critical work ahead.

Sincerely,

Mitchell D. Chester, Ed.D.
Commissioner of Elementary and Secondary Education

The Massachusetts Model System for Educator Evaluation

The Model System is a comprehensive educator evaluation system designed by the Department of Elementary and Secondary Education (ESE), pursuant to the new educator evaluation regulations, 603 CMR 35.00. The following eight-part series was developed to support effective implementation of the regulations by districts and schools across the Commonwealth.

Part I: District-Level Planning and Implementation Guide

This Guide takes district leaders – school committees, superintendents and union leaders - through factors to consider as they decide whether to adopt or adapt the Model System or revise their own evaluation systems to meet the new educator evaluation regulation. The Guide describes the rubrics, tools, resources and model contract language ESE has developed, and describes the system of support ESE is offering. It outlines reporting requirements, as well as the process ESE will use to review district evaluation systems for superintendents, principals, teachers and other licensed staff. Finally, the Guide identifies ways in which district leaders can support effective educator evaluation implementation in the schools.

Part II: School-Level Planning and Implementation Guide
This Guide is designed to support administrators and teachers as they implement teacher evaluations at the school level. The Guide introduces and explains the requirements of the regulation and the principles and priorities that underlie them. It offers guidance, strategies, templates and examples that will support effective implementation of each of the five components of the evaluation cycle: self-assessment; goal setting and educator plan development; plan implementation and evidence collection; formative assessment/evaluation; and summative evaluation.

Part III: Guide to Rubrics and Model Rubrics for Superintendent, Administrator and Teacher
The Guide presents the Model Rubrics and explains their use. The Guide also outlines the process for adapting them.

Part IV: Model Collective Bargaining Contract Language
This section contains the Model Contract that is consistent with the regulation, with model language for teacher evaluation. The Guide will contain model language for administrators represented through collective bargaining by March 15, 2012.

Part V: Implementation Guide for Principal Evaluation
This section details the model process for principal evaluation and includes relevant documents and forms for recording goals, evidence and ratings. The Guide includes resources that principals and superintendents may find helpful, including a school visit protocol.

Part VI: Implementation Guide for Superintendent Evaluation
This section details the model process for superintendent evaluation and includes relevant documents and a form for recording goals, evidence and ratings. The Guide includes resources that school committees and superintendents may find helpful, including a model for effective goal setting.

Part VII: Rating Educator Impact on Student Learning Using District-Determined Measures of Student Learning (July 2012)
Part VII is scheduled for publication in July 2012. It will contain guidance for districts on identifying and using district determined measures of student learning, growth and achievement, and determining ratings of high, moderate or low for educator impact on student learning.

Part VIII: Using Staff and Student Feedback in the Evaluation Process (May 2013)
Part VIII is scheduled for publication in May 2013. It will contain direction for districts on incorporating student and staff feedback into the educator evaluation process.

Overview

The Opportunity

On June 28, 2011, the Massachusetts Board of Elementary and Secondary Education adopted new regulations to guide the evaluation of all educators serving in positions requiring a license—teachers, principals, superintendents, and other administrators.[1] The regulations are designed first and foremost to promote leaders' and teachers' growth and development. They place student learning at the center of the process using multiple measures of student learning.[2] Every district in the Commonwealth will be phasing in evaluation processes and procedures that are consistent with the new regulations. Most will begin in 2012–13.

To do so will require changes in culture and practice in many schools and districts. The Massachusetts Task Force on the Evaluation of Teachers and Administrators that crafted recommendations for the regulations found that in many schools in the Commonwealth (and nationwide), the educator evaluation process is ineffective—for principals and teachers alike. Too often, they found, the process is divorced from student learning and is superficial, ritualistic, and passive, experienced by many as something "done to them." Fewer than half of administrators and teachers polled described their own experience of evaluation as a process that contributed to their professional growth and development.

The new regulations are designed to change all this. Educators will take a leading role in shaping their professional growth and development.

- All educators will assess their own performance. A formal process for reflection and self-assessment offers a new opportunity for educators to chart their own course for professional growth and development.

- All educators will use a rubric that offers a detailed picture of practice at four levels of performance. Districtwide rubrics set the stage for both deep reflection and the rich dialogue about practice that our profession seeks.

- All educators will propose one or more challenging goals for improving their own practice, another opportunity for educators to take the lead in their own development.

- All educators will propose one or more challenging goals for improving student learning. As a result, educators will have an opportunity to consider their students' needs and a wide range of ways to assess student growth. They will be able to monitor progress carefully and engage in careful analysis of the impact of their hard work on student growth.

- All educators will be expected to consider team goals, a clear indication of the value the new process places on both collaboration and accountability.

- All educators will collect evidence and present data and conclusions about their performance; progress on goals; and impact on student learning, growth, and achievement.

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[1] For the full text of the regulations, see http://www.doe.mass.edu/lawsregs/603cmr35.html.

[2] The regulations establish two purposes for evaluation: (1) promote student learning, growth, and achievement by providing administrators with feedback for improvement, enhanced opportunities for professional growth, and clear structures for accountability and (2) provide a record of facts and assessments for personnel. The evaluation process for administrators does not supersede the employment contract of the administrator. Section 35.05 of the regulations makes explicit: "Nothing in these regulations shall abridge the authority of a school or district to dismiss or non-renew an educator consistent with applicable law."

These and other features of the new educator evaluation system hold great promise for improving educator practice, school climate, and student learning. To turn promise into reality, every educator—and the teams with which they work—will need to be supported to do this new work effectively and efficiently. This Implementation Guide aims to provide support for superintendents and principals as they apply the regulations to the principal evaluation process.

Massachusetts Model System for Educator Evaluation

To assist districts, the Department of Elementary and Secondary Education (ESE) released on January 10, 2012, the first components of the comprehensive Model System for Educator Evaluation. Districts can adopt it, adapt it, or revise their existing systems. Districts that adopt the model will confirm with ESE that they have done so. Districts that decide to adapt the model or revise their existing processes and procedures will submit their evaluation systems to ESE for review to determine whether they are consistent with the regulations. ESE will report its review findings to the district and the Board of Elementary and Secondary Education. (For more information on the review process for districts that decide to adapt the model or revise their own evaluation processes, see Part 1 of the Model System, District-Level Implementation Guide.)

The regulations call for districts to phase in components of the evaluation system over several years:

- **Phase I.** Summative ratings based on attainment of goals and performance against the four Standards defined in the educator evaluation regulations. (On January 10, 2012, ESE released models and guidance for superintendent, principal, and teacher evaluation.)

- **Phase II.** Rating of educator impact on student learning gains based on trends and patterns for multiple measures of student learning gains. (ESE will provide guidance by June 2012.)

- **Phase III.** Use feedback from students and (for administrators) staff as evidence in the evaluation process. (ESE will provide guidance by June 2013.)

ESE will issue supplements to the Model Evaluation System for Phase II and Phase III based on ESE direction and guidance. In addition, ESE expects to supplement the model over the next year. One or more additional role-specific rubrics and models for peer assistance and review are anticipated.

Development of the Model System for Principal Evaluation

The Model Evaluation System for principal evaluation has been developed in consultation with a representative group of principals designated by the two state associations, the Massachusetts Elementary Principals' Association (MESPA) and the Massachusetts Secondary Schools Administrators' Association (MSSAA). The group of principals met in person and "virtually" throughout fall 2011 to review the rubrics and drafts of this Implementation Guide. A representative group of superintendents designated by the Massachusetts Association of School Superintendents (MASS) also reviewed a draft of the rubrics and this guide.[3] ESE received constructive feedback from staff from the Massachusetts Teachers Association (MTA) and teachers affiliated with Teach Plus. The thoughtful counsel ESE received has helped make this Implementation Guide more comprehensive and useful.

The guide describes the model and includes suggested forms for recording goals, evidence, and ratings. In addition, it offers resources that principals and superintendents may find helpful, including effective guidance for goal setting and a school visit protocol.

The regulations require that ESE update its Model System as needed in future years. ESE looks forward to receiving feedback on this Implementation Guide at educatorevaluation@doe.mass.edu.

Resources to Support Effective Implementation

MESPA, MSSAA, and MASS are committed to supporting principals to implement the Model System. All three organizations see strengthening principal evaluation as an opportunity for modeling best practice in evaluating school leaders. By doing so, principals and superintendents can lead the way in modeling the culture and practices of collaboration and accountability that are at the heart of the new regulations.

ESE will continue to collaborate with MESPA, MSSAA, MASS, and districts across the Commonwealth to provide technical assistance, resources, and tools to support the effective implementation of the practices detailed in this guide. Effective implementation will help district and school leaders strengthen their focus on improving student learning.

ESE plans to continue its work with the MTA and AFT-MA to secure information from educators in schools about their experiences with the new regulations, including promising practices. This information will help ESE play an informed role in supporting effective district implementation statewide.

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[3] For MESPA: Sue Driscoll (Falmouth), Denise Fronius (Nauset), Thomas LaValley (Salem), and Marie Pratt (Longmeadow)

For MSSAA: Dana Brown (Malden), Tony Ciccariello (Somerville), Sharon Hansen (Avon), Greg Myers (Quaboag Regional), Daniel Richards (Melrose), and David Thomson (Bridgewater-Raynham)

For MASS: Melinda Boone (Worcester), Mary Cjakowski (Barnstable), Midge Frieswyck (Avon), Bill Lupini (Brookline), Chris McGrath (MASS), and Isabelina Rodriguez (Granby)

For ESE: Claudia Bach, Preeya Pandya, and Karla Baehr

The Model Evaluation Process for Principals

Standards, Indicators, Rubric and Ratings

Standards and Indicators. Educators will be assessed on four Standards established by state regulation. The four Standards are: Instructional Leadership, Management and Operations, Family and Community Engagement, and Professional Culture. One of the four Standards, Instructional Leadership, is accorded primary status: no administrator can be considered to be Proficient overall unless his or her rating on Instructional Leadership is Proficient. The regulations identify twenty Indicators that describe the Standards in more detail.

Rubric. As required by the regulations, the performance Standards and Indicators have been incorporated into a rubric that specifies the elements of each Indicator and then describes the elements at four levels of performance.[4]

A rubric is a critical component of the regulations that is required for every educator. Rubrics are tools for making explicit and specific the behaviors and actions present at each level of performance. They can foster constructive feedback and dialogue about those expectations and how to improve practice. The rubrics prompt careful analysis and discussion. For example, the elements in a small school may look different than in larger schools where other administrators may be directly responsible for some functions that in smaller schools are done directly by the principal. These and other differences in local context can be explored in the discussion of elements in the rubric. Similarly, a principal can use this rubric as the starting point for developing expectations for other administrators because many of the Indicators and elements appropriate for principals are also appropriate expectations for other administrators. Of course, collective bargaining is required to establish the evaluation process and procedures for all administrators other than those employed under individual employment contracts. More guidance on rubrics can be found in the Model System Part III: Guide to Rubrics and Rubrics for Teacher, Administrator, and Superintendent.

Ratings. The new system calls for four ratings: *Unsatisfactory, Needs Improvement, Proficient,* and *Exemplary*. Many educators are accustomed to getting the highest overall rating available in their current two- or three-step rating system. In the new evaluation system, Proficient performance is the rigorous expected level of performance for most experienced educators. It is a demanding, but attainable level of performance.

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[4] See Appendix A

Annual Five-Step Cycle of Continuous Improvement

This Implementation Guide is organized around the Five-Step Cycle of Continuous Improvement required for all educators, a centerpiece of the new regulations designed to have educators play a more active, engaged role in their professional growth and development.[5]

Under the regulations, evaluation is an annual process beginning with self-assessment and concluding with summative evaluation and rating of impact on student learning. It is also a continuous improvement process in which evidence from the summative evaluation and rating of impact on learning become important sources of information for the principal's self-assessment and the school's subsequent goal setting.

For principal evaluation, the annual cycle includes the following:

- **Cycle Step 1: Self-Assessment.** In consultation with the school's leadership team, the principal conducts a self-assessment using the performance Standards and rubric, data about student learning, past progress on school goals (when available), the prior year's evaluation and rating (when available), and other relevant evidence. Based on that assessment, the principal identifies three types of goals to propose to the superintendent: professional practice, student learning, and school improvement.

- **Cycle Step 2: Analysis, Goal Setting, and Plan Development.** The principal meets individually with the superintendent to discuss the results of the self-assessment, including the proposed professional practice, student learning, and school improvement goals. The principal and superintendent develop the Educator Plan. The plan includes the goals, key strategies, benchmarks of progress, and timelines. It also outlines the evidence that will be used to complete the evaluation process and determine the principal's performance ratings on each standard and overall, as well as the rating of educator impact on student learning.

- **Cycle Step 3: Plan Implementation and Collection of Evidence.** The principal implements the plan. Both the principal and superintendent collect the evidence described in the plan and other relevant data, including feedback from students and staff. Unannounced observation of practice is an essential category of evidence to be used. Superintendents are expected to visit the school at least three times for the purpose of collecting and analyzing evidence.

- **Cycle Step 4: Mid-Cycle Goals Review.** At mid-cycle, the principal synthesizes information obtained to date in order to prepare the Mid-Cycle Goals Progress Report, an assessment of progress on the goals detailed in the Educator Plan. The principal and superintendent review the evidence. The superintendent completes a Mid-Cycle Formative Assessment Report and shares it with the principal.

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[5] The regulations permit a two-year evaluation cycle for experienced educators whose performance is rated *Proficient* or *exemplary* and whose impact on student learning is rated as *moderate* or *high* (CMR 35.06(3)(d)(4) and (5)(b). At the end of the first year, the educator receives a formative evaluation. Given the centrality of the principal's role, the Model System for Principals calls for a one-year evaluation cycle for all administrators, with a formative assessment at mid-cycle.

- **Cycle Step 5: End-of-Cycle Summative Evaluation.** The principal prepares the End-of-Cycle Progress Report, an assessment of progress on the goals, performance on each of the Standards, and impact on student learning. The principal and superintendent review the report and other relevant evidence, and the superintendent completes the End-of-Cycle Summative Evaluation Report and shares it with the principal.

Goals for Student Learning, Professional Practice, and School Improvement

Throughout the cycle, the evaluation process focuses on three types of goals:

- At least one student learning goal

- At least one professional practice goal

- Two to four other school improvement goals

As with all educators, goal setting focuses both on improving student achievement and developing professional practice. School improvement goals in principal evaluation are designed to foster coherence and alignment between the high-priority school improvement work for which the principal can be expected to be held accountable and the student learning and professional practice goals required in the new evaluation process.

Rating the Principal's Impact on Student Learning

Under the regulations, all educators will eventually earn a rating of *low, moderate,* or *high* for their impact on student learning growth based on trends and patterns in at least two districtwide measures of student learning gains, including MCAS Student Growth Percentile (SGP) and Massachusetts English Proficiency Assessment (MEPA) data. Understanding how the MCAS SGP differs from the Composite Proficiency Index (CPI) is essential to ensuring fair use of student learning measures in educator evaluation. More information about the SGP can be found at www.doe.mass.edu/mcas/growth.

The regulations require ESE to develop and disseminate by June 2012 guidance for districts about how to select or develop appropriate districtwide measures, and how to analyze these and the required state assessment data to determine an appropriate rating. When that guidance is available, ESE will publish a supplement to the Model System.

Guidance for Conducting the Evaluation Process

The following guidelines are designed to help superintendents and principals implement the Model System for Principal Evaluation.[6]

Planning and Orientation

1. **The superintendent decides when to start the cycle.**

   Superintendents can determine when the cycle starts. For example, many will want their principals to start the self-assessment process in the summer so that Step 2 in the cycle can begin at a summer or early fall meeting. Others may want to set goals in the spring, so they may want Step 1 of the cycle to begin in the late winter.

   This is a typical cycle:

Late Spring/Summer	Cycle Step 1: Principal's Self-Assessment
Summer	Cycle Step 2: Analysis, Goal Setting, and Educator Plan Development
Throughout School Year	Cycle Step 3: Plan Implementation and Collection of Evidence
Mid-year	Cycle Step 4: Mid-Cycle Goals Review
Late Spring/Summer	Cycle Step 5: End-of-Cycle Summative Evaluation

2. **The superintendent and principals meet to establish expectations and consider team goals.**

   In the first year and each spring or summer thereafter, the superintendent meets with all principals together. The principals receive a complete set of materials outlining the evaluation process. The superintendent and principals review the evaluation process and discuss district expectations related to such aspects of the process as goals, school visits, and collection of evidence. Because, the regulations require educators to consider team goals, this meeting can be a good time to consider team goals across levels or the district as a whole. For example, it may make sense for all elementary and middle school principals to identify a common goal related to transition to middle school or implementation of a tiered system of support for students. It could be that all principals might focus a professional practice goal on improving the frequency of classroom visits and feedback for educators.

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[6] For a summary of superintendent and principal responsibilities in the principal evaluation process, see Appendix K for superintendents and Appendix L for principals

3. **The superintendent and principals review the rubric.**[7]

The superintendent and principals together review the rubric that describes the Standards and Indicators for effective administrative leadership practice at four levels of performance. Typically, the focus of the rubric review is on the elements within each indicator. Its purpose is to develop and deepen shared understanding of the meaning in practice of key elements. The rubric review also is an opportunity to identify Indicators and/or elements that will be the focus for their attention that year.

Step 1 of the Cycle: Principal's Self-Assessment

1. **The principal completes the self-assessment.**

   Using the rubric that describes four levels of performance, the principal assesses his/her practice in relation to the four Standards and Indicators. The principal examines a wide range of evidence and is encouraged to consult with the school's leadership team.

2. **The principal proposes goals.**[8]

   The principal uses the self-assessment to propose goals:

   - At least one related to improving student learning

   - At least one related to improving the principal's own professional practice

   - Two to four goals related directly to school improvement priorities for the year and aligned with district priorities

   For each goal, the principal identifies key actions, timelines, and benchmarks that will be used to assess progress in achieving the goal.

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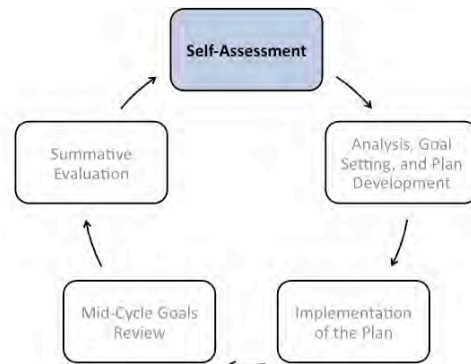
[7] See Appendix A for the complete rubric

[8] See Appendix C for guidance on developing "SMART" Goals, Appendix D for sample school-level goals, and Appendix E for suggested goals for principals new to a school

Step 2 of the Cycle: Analysis, Goal Setting, and Plan Development

1. **The principal presents the proposed goals and plan.**

   The principal presents to the superintendent proposed goals and the evidence from each of three categories that the principal proposes to be used to evaluate his or her work. [9]

2. **The principal and superintendent review the rubric.**

   The principal and superintendent review the rubric to address questions, such as:

   - Are there any assumptions about specific elements that need to be shared because of the local school context?

   - Are there any elements for which Proficient performance will depend on factors beyond the control of the principals? If so, how will those dependencies be accounted for in the evaluation process?

   - Are there any Standards, Indicators, or elements that will be weighted more heavily than others by the superintendent in rating the principal's performance at the end of the year?

   - Are there any Indicators or elements that will be a focus for part or all of the year?

3. **The superintendent decides on the plan.**

   Following discussion of the principal's proposed goals and the rubrics, the superintendent determines the following:

   - The goals to be included in the plan

   - The evidence that will be used to determine the principal's summative rating on each standard and overall

   - The measures that will be used to rate the principal's overall impact on student learning gains as *low*, *moderate*, or *high*. [10]

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[9] See Appendix J for details of the evidence that the regulations require be used in educator evaluation. Student and staff feedback is not required to be used as part of the educator evaluation process until 2013–14; ESE will provide guidance and direction by June 2013.

[10] By June 2012, ESE will issue guidance for districts in determining the districtwide measures that are to be used in rating each educator's impact on student learning as well as guidance on determining whether the impact is *low*, *moderate*, or *high*.

Step 3 of the Cycle: Plan Implementation and Collection of Evidence

1. **The principal implements the plan.**

   The principal, with the support of the superintendent, implements the plan.

2. **The principal and superintendent collect evidence.**

   Principal. The principal collects evidence described in the plan and other relevant data, including evidence related to professional responsibilities and growth, contributions to the school community and professional culture, and evidence of active outreach to and ongoing engagement with families.

Superintendent. The superintendent also collects and reviews evidence described in the plan and other relevant evidence from the three categories described previously.

Examples of evidence that may be most useful for principals and/or superintendents to collect are included in the end-of-cycle report forms in Appendix H and I. For example, evidence may include the following:

- Staff meeting agendas, materials, and minutes

- Observations of the principal "in action" in the cafeteria, at meetings and at school events

- Budget presentations and reports

- Samples of materials from school leadership team meetings

- School improvement plans

- Staffing and enrollment analyses

- NEASC and other external reviews

- Analyses of samples of educator practice and student learning goals

- A range of reports about student and staff performance

Unannounced observation of practice is a requirement of the regulations. Periodic purposeful school visits offer critical opportunities for superintendents to observe, collect evidence, and analyze the work of school leaders. At a minimum, fall, winter, and spring visits to the school leader's work site will provide invaluable insight into the school leader's performance. Appendix B describes the recommended school visit protocol.

Step 4 of the Cycle: Mid-Cycle Goals Review

1. **The principal prepares mid-cycle goals progress report.**

   At mid-cycle, the principal analyzes the data and evidence collected to date and prepares the Mid-cycle Goals Progress Report,[11] an assessment of progress on the goals detailed in the Educator Plan.

2. **The principal and superintendent review progress and the superintendent prepares the formative assessment report.**

   The principal and superintendent review and discuss the report and evidence. Their purpose is to develop a shared understanding of the progress being made on each goal and standard and to achieve agreement on what, if any, mid-course adjustments may be needed. The superintendent completes the Mid-Cycle Formative Assessment Report[12] and shares it with the principal.

Step 5 of the Cycle: End-of-Cycle Summative Evaluation

1. **The principal submits report.**

   The principal prepares and submits to the superintendent an End-of-Cycle Progress Report,[13] an assessment of progress on the goals, performance on each of the Standards, and impact on student learning with evidence supporting the assessment.

2. **The principal and superintendent review report.**

   The principal and the superintendent review the evidence and the report. The superintendent also reviews any other relevant evidence for the purpose of arriving at:

   - An assessment of attainment of goals

   - A rating of the principal's performance on each of the Standards

   - An overall rating of the principal's performance based on the above

   - A rating of the principal's impact on student learning gains[14]

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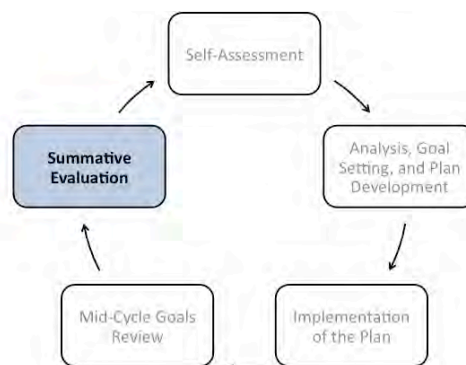
[11] See Appendix F

[12] See Appendix G

[13] See Appendix H

[14] As noted in the overview, a rating of *low*, *moderate*, or *high* will be based on trends and patterns in student learning gains based on state and districtwide measures of student learning. ESE will provide guidance by June 2012 about how to do this part of the evaluation rating.

Assessing Attainment of Goals. The superintendent reviews progress on goals in the plan and rates each as:

- Did not meet goal

- Some progress

- Significant Progress

- Met goal

- Exceeded goal

Rating Performance on Each Standard. The superintendent renders a judgment about the principal's performance against each Standard. To reach a judgment on each Standard, the superintendent reviews each Indictor, taking into account the progress on the goals most directly related to each Indicator. The rating is one of four: *Unsatisfactory*, *Needs Improvement*, *Proficient*, or *Exemplary*.

As outlined previously, it is understood that *Proficient* represents fully satisfactory performance. It is the rigorous standard expected for most experienced educators. *Exemplary* ratings are reserved for performance that significantly exceeds *Proficient* and could serve as a model for leaders districtwide or even statewide. Few educators—principals included—are expected to demonstrate Exemplary performance on more than a small number of Indicators or Standards. Similarly, a rating of *Needs Improvement* means that performance is below the requirements of a Standard, but is not considered Unsatisfactory at the time. Improvement is necessary and expected. For new principals, performance rated *Needs Improvement* is on track to achieve proficiency within three years and can be considered "developing".

Overall Summative Rating. The superintendent renders a judgment of the principal's overall performance based on each of the four Standards and attainment of the goals detailed in the principal's Educator Plan. The rating is one of four: *Unsatisfactory, Needs Improvement, Proficient,* and *Exemplary*. Again, the high standard for a rating of *Proficient* and the even higher Standard for a rating of *Exemplary* prevail. *Note:* In order to receive an overall rating of *Proficient* or above, an principal must be rated *Proficient* or above in Standard 1: Instructional Leadership.

Rating of Impact on Student Learning. The superintendent renders a judgment of the principal's impact on student learning gains based on the evidence presented by the principal and other relevant data. Guidance on the evidence to be used and how to distinguish among *low*, *moderate*, and *high* impact will be forthcoming from ESE and incorporated in a supplement to the Model System.

3. **The superintendent completes the End-of-Cycle Summative Evaluation Report.**[15]

The superintendent completes the End-of-Cycle Summative Evaluation Report, shares it with the principal, and adds it to the principal's personnel file with any written comments attached that the principal requests to be added within two weeks of receipt of the report.

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[15] See Appendix I

Cycle of Continuous Improvement

The five-step evaluation cycle is a continuous improvement process. The end of the annual cycle is the start of the next annual cycle. The End-of-Cycle Progress Report that the principal has prepared for Step 5 is the core of the self-assessment required for Step 1. Together with the superintendent's End-of-Cycle Summative Evaluation Report and the discussion that led to its preparation, the principal has critical feedback needed to begin to consider the goals he or she will propose to the superintendent for Step 2 of the evaluation cycle. Of course, the principal will want to consider additional feedback as well. For example, reviewing the evidence about school goals with the school leadership team, colleagues, the faculty and parents groups will yield valuable information. So, too, will thoughtful reflection about his/her own performance against the key Indicators in the rubric. That said, a carefully prepared principal's report and thoughtfully developed superintendent's report are keys to ensuring that the promise of continuous improvement becomes a reality.

Appendices: Resources to Support Effective Implementation

Appendix A. Standards and Indicators of Effective Administrator Leadership Practice Rubric

Part III: Guide to Rubrics and Model Rubrics for Superintendent, Administrator, and Teacher http://www.doe.mass.edu/edeval/model/

Appendix B. Protocol for Superintendent's School Visits

Periodic purposeful school visits offer critical opportunities for superintendents to understand the work of the school leader as it relates to instructional leadership, school culture, and other leadership practices. Superintendents use these visits as opportunities to observe, collect evidence, and analyze the work of school leaders. To do so, they visit classrooms together, but the visits are not for the superintendent to evaluate teachers; instead the superintendent is evaluating the principal's skills and knowledge as an instructional leader.

Visits to schools should be ongoing and, at times, unannounced as required by the regulations. At a minimum, though, fall, winter, and spring visits to the school leader's work site can provide invaluable insight into the school leader's performance over the course of the year. The value of the insights depends on the superintendent and principal engaging together in three specific activities each time:[1]

- Discuss progress and challenges.

- Examine artifacts.

- Observe teaching practice and share analyses.

1. **The superintendent and principal discuss progress and challenges in areas such as the following:**

    a. Goals

        i. Professional Practice

        ii. Student Learning

        iii. School Improvement

    b. Outreach to parents

    c. School climate and culture

    d. Professional development

    e. Challenging supervisory cases

2. **The superintendent and principal examine artifacts together such as the following:**

    a. Classroom observation schedule and a sample of the feedback provided

    b. Meeting plans

    c. Newsletters

    d. Interim assessment results

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[1] Superintendents often find that they learn the most when they share their general school visit protocol ahead of time with principals so that principals know the purposes of the superintendent's visits.

3. **The superintendent and principal observe classroom and other practice and share their analyses.**

    a. 10–15 minute observations in two to four classrooms[2]

    b. Other activities to observe might include:

        i. Leadership team meetings

        ii. Faculty meetings

        iii. Grade-level, team and department meetings

        iv. Lunch and recess

        v. Transitions (entry, dismissal, between class)

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[2] Some superintendents visit classrooms with the principal and discuss what they see "along the way." Other superintendents will discuss with the principal what classes they would like to visit and then visit on their own, meeting afterward with the principal to share perceptions and ask questions. Some do both in the same visit.

Appendix C. What Makes a Goal "SMART"?[1]

Good goals help educators, schools, and districts improve. That is why the educator evaluation regulations require educators to develop goals that are specific, actionable, and measurable. They require, too, that goals be accompanied by action plans with benchmarks to assess progress.

This "SMART" Goal framework is a useful tool that individuals and teams can use to craft effective goals and action plans:

S = **S**pecific and **S**trategic

M = **M**easurable

A = **A**ction Oriented

R = **R**igorous, **R**ealistic, and **R**esults-Focused (**the 3 Rs**)

T = **T**imed and **T**racked

Goals with an action plan and benchmarks that have these characteristics are "SMART."

A practical example some of us have experienced in our personal lives can make clear how this SMART goal framework can help turn hopes into actions that have results.

First, an example of *not* being "SMART" with goals: *I will lose weight and get in condition.*

Getting SMARTer: *Between March 15 and Memorial Day, I will lose 10 pounds and be able to run 1 mile nonstop.*

The **hope** is now a **goal**, that meets most of the SMART Framework criteria:	
It's **S**pecific and Strategic	= 10 pounds, 1 mile
It's **M**easurable	= pounds, miles
It's **A**ction-oriented	= lose, run
It's got the 3 Rs	= weight loss and running distance
It's **T**imed	= 10 weeks

SMART enough: To make the goal really "SMART," though, we need to add an action plan and benchmarks. They make sure the goal meets that final criteria, "Tracked." They also strengthen the other criteria, especially when the benchmarks include "process" benchmarks for tracking progress on the key actions and "outcome" benchmarks that track early evidence of change and/or progress toward the ultimate goal.

Key Actions

- Reduce my daily calorie intake to fewer than 1,200 calories for each of 10 weeks.

- Walk 15 minutes per day; increase my time by 5 minutes per week for the next 4 weeks.

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[1] The SMART goal concept was introduced in 1981 by G.T. Doran, A. Miller and J. Cunningham in *There's a S.M.A.R.T. way to write management's goals and objectives*, Management Review 70 (11). AMA Forum. pp. 35-36. This resource draws heavily from the work of Ed Costa, Superintendent of Schools in Lenox; John D'Auria, Teachers 21; and Mike Gilbert, Northeast Field Director for MASC.

- Starting in week 5, run and walk in intervals for 30 minutes, increasing the proportion of time spent running instead of walking until I can run a mile, non-stop, by the end of week 10.

Benchmarks:

- For Process, maintaining a daily record of calorie intake and exercise

- For Outcome, biweekly weight loss and running distance targets (e.g., After 2 wks: 2 lbs/0 miles; 4 wks: 4 lbs/0 miles; 6 wks: 6lbs/.2 mi; 8 wks: 8 lbs/.4 miles)

The remainder of this appendix offers more details on the characteristics of SMART goals with action plans and benchmarks as they apply in schools and districts.

S = Specific and Strategic

Goals need to be straightforward and clearly written, with sufficient specificity to determine whether or not they have been achieved. A goal is strategic when it serves an important purpose of the school or district as a whole and addresses something that is likely to have a big impact on our overall vision.

M = Measurable

If we can't measure it, we can't manage it. What measures of quantity, quality, and/or impact will we use to determine that we've achieved the goal? And how will we measure progress along the way? Progress toward achieving the goal is typically measured through "benchmarks." Some benchmarks focus on the process: are we doing what we said we were going to do? Other benchmarks focus on the outcome: are we seeing early signs of progress toward the results?

A = Action Oriented

Goals have active, not passive verbs. And the action steps attached to them tell us "who" is doing "what." Without clarity about what we're actually going to do to achieve the goal, a goal is only a hope with little chance of being achieved. Making clear the key actions required to achieve a goal helps everyone see how their part of the work is connected—to other parts of the work and to a larger purpose. Knowing that helps people stay focused and energized, rather than fragmented and uncertain.

R = Rigorous, Realistic, and Results-Focused (the 3 Rs)

A goal is not an activity: a goal makes clear what will be different as a result of achieving the goal. A goal needs to describe a realistic, yet ambitious result. It needs to stretch the educator, team, school, or district toward improvement but not be out of reach. The focus and effort required to achieve a rigorous but realistic goal should be challenging but not exhausting. Goals set too high will discourage us, whereas goals set too low will leave us feeling "empty" when it is accomplished and won't serve our students well.

T = Timed

A goal needs to have a deadline. Deadlines help all of us take action. For a goal to be accomplished, definite times need to be established when key actions will be completed and benchmarks achieved. Tracking the progress we're making on our action steps (process benchmarks) is essential: if we fall behind on doing something we said we were going to do, we'll need to accelerate the pace on something else. But tracking progress on process outcomes isn't enough. Our outcome benchmarks help us know whether we're on track to achieve our goal and/or whether we've reached our goal. Benchmarks give us a way to see our progress and celebrate it. They also give us information we need to make mid-course corrections.

Appendixes D and E offer examples of goals that have been strengthened by use of the SMART goals framework.

Appendix D. Sample School-Level SMART Goals

Note: These goals are not yet "SMART" because they do not yet have key actions and benchmarks attached to them that will make clear how they will be accomplished and measured. For three completed examples of SMART Goals, see Appendix E.

School Improvement Goals

Goal 1: Professional Learning Communities. By June 2014, at least half of our teachers will be working in a professional learning community that is focused on improving student learning and is supporting them to improve their practice.

Goal 2: Fair Teacher Evaluation. By June 2013, all members of the leadership team, including teacher leaders, will be able to describe and assess teaching practice they observe consistently, using the district's rubric of effective teaching practice.

Goal 3: Curriculum Frameworks Alignment. Starting in September 2013, every student will be taught curriculum that is fully aligned with the revised MA Curriculum Frameworks for Mathematics and English Language Arts.

Goal 4: College & Career Readiness. By June 2013, the percentage of students who graduate having completed the MassCORE graduation requirements will increase by 5 percent.

Goal 5: Goal Setting. By December 1, 2012, all principals and department heads will be pursuing a challenging yet realistic team goal to improve professional practice.

Student Learning

Goal 1: Achievement Gap (Mathematics). By September 2013, our achievement gap in mathematics, as measured by the percentage of students taking and passing algebra in grade 8 will be reduced by __ percent.

Goal 2: College Readiness. By June 2013, the percentage of students taking Advanced Placement tests will grow by at least __ percent, and the percentage earning scores of 3 or higher on Advanced Placement tests will increase by __ percent.

Goal 3: Student Growth (ELA). The median MCAS Student Growth Percentile (SGP) score for ELA will increase by __ percent in all grade levels.

Goal 4: English Language Proficiency. By June 2013, 2/3 of our English language learners will make progress toward English language proficiency by advancing at least one level on the Massachusetts English Proficiency Assessment (MEPA).

Educator's Professional Practice

Goal 1: Meeting Leadership. I will develop more effective ways to address basic administrative tasks so that leadership team meetings can focus more on instructional improvement—75 percent of my leadership team meetings will have an academic focus lasting at least 30 minutes that engages members of the team in a discussion and/or activity that results in improved understanding of high-quality supervision and evaluation.

Goal 2: Classroom Observation. I will manage my time more effectively in order to increase the frequency and impact of classroom observations by learning how to do 10-minute observations and conducting eight visits with feedback per week, on average.

Appendix E. Ratings and Goals for Principals New to a School

The evaluation process for principals who are new to the school or who have been promoted from within need not be substantially different from the process used for principals who have served more than one year in the district or role. There are two modifications to the process worthy of consideration.

The first difference lies in the rating system as it applies to principals new to the role of principal. As described previously (page 3), ratings of E*xemplary* performance will not be commonplace. They are reserved for performance on Standards or Indicators that exceeds P*roficient* and is worthy of serving as a model for others. *Proficient* performance represents performance that is fully satisfactory. It, too, is meant to represent a high standard. Few new educators—be they principals or teachers—are expected to be P*roficient* on every indicator or even every standard in their first years of practice. For that reason, the N*eeds Improvement* level of performance can have a particular meaning for educators new to the role of teacher, principal, or superintendent. In these cases, N*eeds Improvement* can have the meaning of D*eveloping*. It means that the educator's practice on a Standard or Indicator is not yet P*roficient*, but the educator appears to be on track to achieve proficiency within three years.

The second modification applies to both principals new to the role and those who are new to a school. It has to do with the substance of the goals established for the principal in the first year.

New principals will need time and support to develop high-functioning leadership teams and serve as effective instructional leaders in their new assignment. They need support to spend a considerable portion of the first year working with key stakeholders—including, of course, the superintendent—to examine school needs and develop a coherent, widely understood strategy and goals for addressing them. The goals established for the principal's first year need to take into account the time needed to accomplish them, and, at the same time, ensure forward momentum on important ongoing improvement efforts at the school.

To that end, the following three goals can serve as starting points for the principal and superintendent as they collaborate to develop the goals to be included in the Educator Plan for the first year. The first two are school improvement goals. The third is a goal related to the principal's own professional practice. They are inter-related, and each reinforces the other.

Goal 1: Effective Entry and Direction Setting. By January, the school will have broad agreement from key stakeholders about (1) the school's most critical needs, (2) the strategies and goals that will address them most effectively, and (3) the measures that will be used to assess progress.

Key Actions[1]

1. By mid-August, present to the superintendent a written entry plan, including (a) types of evidence to be analyzed; (b) stakeholders to be interviewed; (c) methods for assessing instructional practice, and (d) methods for assessing school "systems of support" including transportation, safety, food services, and student services.

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[1] This timetable applies to principals who begin July 1; it will need to be adapted for those starting at other times.

2. By November, complete and present a report of entry findings that (a) synthesizes evidence collected, (b) identifies strengths of the school and the most critical areas for improvement that require further inquiry, and (c) identifies next steps for study.

3. By January, propose key strategies to improve student learning and other school systems of support.

4. By February, collaborate with the leadership team and others to identify three to five student learning and school improvement goals that will drive school improvement efforts going forward.

5. Secure stakeholder feedback about engagement, awareness, and commitment to the strategies and goals.

Benchmarks

1. Presentations completed on schedule. (process)

2. Goals adopted. (process)

3. Results of spring survey of key stakeholder groups demonstrating engagement (85 percent), awareness (75 percent), and agreement (60 percent). (outcomes)

Goal 2: Maintaining Momentum during the Transition. Keep the school moving forward during this year's transition in leadership by working with members of the school leadership team and others to ensure that meaningful progress is made on critical school goals.

Key Actions

1. By October 1, complete with all members of the leadership team and all educator teams Steps 1 and 2 of the new Five-Step Cycle of Continuous Improvement (i.e., Self-Assessment; Analysis, Goal Setting, and Educator Plan Development).

2. By the end of February, complete formative assessment conferences with each member of the leadership team and all educator teams to assess progress on goals.

3. By late spring, conduct at least five brief, unannounced visits to each classroom and provide feedback about classroom practice. [2]

4. By June 30, complete End-of-Cycle Summative Evaluation Reports for those educators on one-year Educator Plans and analyze goal attainment.

Benchmarks

1. Educator Plans completed. (process)

2. Log demonstrates at least five, 10-minute (or longer) observations per classroom. (process)

3. Analysis of End-of-Cycle Summative Evaluation Reports demonstrates *meets* or *exceeds* rating on 75 percent of goals. (outcome)

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[2] In districts with more than 20 classrooms, responsibility for completing five, 10-minute unannounced classroom observations per classroom may need to be shared with one or more administrators or teacher leaders.

Goal 3: Teacher Evaluation. By June, this principal's ratings of classroom instruction will be comparable to those of other principals and district administrators, reflecting a shared understanding among administrators districtwide of what classroom instruction looks like when it is being done at the Proficient level.

Key Actions

1. Participate in all district leadership team meetings to "unpack" the rubric, view teaching videos, and share conclusions about the level of practice observed.

2. Study the district's rubric for effective teaching practice with the school leadership team.

3. Observe at least five classrooms with a colleague and discuss perceptions of practice.

Benchmark

When rating selected video of classroom instruction at the end-of-year administrator workshop, the principal's ratings of teaching practice are comparable to those of his or her peers. (outcome)

This third goal is a suggested professional practice goal for the principal. Pursuing this goal accomplishes four distinct purposes: (1) it will help a principal implement the new educator evaluation system; (2) the principal will build skills at classroom observation; (3) the principal will be supported to become an engaged member of the district leadership team and forge relationships with colleagues that will support his or her entry and continued professional growth; and (4) it will help ensure that the new evaluation system is implemented throughout the district in ways that teachers and other educators will see as fair and transparent.

Appendix F. Mid-Cycle Goals Progress Report

Administrator:

Name	**Signature**	**Date**

Overall Analysis (See next page for assessment of progress on each goal.):

Goal(s)	Description	Comments	On Target	Off Target	Not Started
Professional Practice					
1			☐	☐	☐
Student Learning					
2			☐	☐	☐
School Improvement					
3			☐	☐	☐
4			☐	☐	☐
5			☐	☐	☐
Other Goals (if any)					
6			☐	☐	☐
7			☐	☐	☐

Appendix G. Mid-Cycle Formative Assessment Report

Mid-Cycle Formative Assessment Report

Attach administrator's Mid-Cycle Goals Progress Report on Goals.

Evaluator: _____   _____   _____

Administrator: _____   _____   _____

                                Name   **Signature**   **Date**

Overall Assessment and Comments (See next page for assessment of progress on each goal.):

Check one box for each goal.

Goal(s)	Description	Superintendent's Comments	On Target	Off Target	Not Started
Professional Practice					
1			☐	☐	☐
Student Learning					
2			☐	☐	☐
School Improvement					
3			☐	☐	☐
4			☐	☐	☐
5			☐	☐	☐
Other Goals (if any)					
6			☐	☐	☐
7			☐	☐	☐

Appendix H. End-of-Cycle Progress Report

End-of-Cycle Progress Report

Administrator: _____

	Name	**Signature**	**Date**

Goal(s)	**Description**	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
1		☐	☐	☐	☐	☐
Student Learning						
2		☐	☐	☐	☐	☐
School Improvement						
3		☐	☐	☐	☐	☐
4		☐	☐	☐	☐	☐
5		☐	☐	☐	☐	☐
Other		☐	☐	☐	☐	☐
Other		☐	☐	☐	☐	☐

Progress Report on Standard I: Instructional Leadership

Refer to the Rubric for details on the Indicators.

Standard I	The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

Overall Analysis

Indicator	Comments
I-A. Curriculum	
I-B. Instruction	
I-C. Assessment	
I-D. Evaluation	
I-E. Data-Informed Decision Making	

Evidence:

☐ Mid-cycle goals progress report
☐ Analysis of classroom walk-through data
☐ Analysis of school assessment data
☐ Sample of school improvement plans and progress reports

☐ Analysis of staff evaluation data
☐ Report on staff educator practice and student learning goals
☐ Analysis of student achievement data
☐ Student feedback
☐ Student work examples

☐ Staff feedback
☐ Relevant staff meeting agendas/materials
☐ Analysis of leadership team(s) agendas and/or feedback
☐ Other:_____

Progress Report on Standard II: Management and Operations

Refer to the Rubric for details on the indicators.

Standard II	The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

Overall analysis

Indicator	Comments and Analysis
II-A. Environment	
II-B. Human Resources Management and Development	
II-C. Scheduling and Management Information Systems	
II-D. Law, Ethics, and Policies	
II-E. Fiscal Systems	

Evidence:
- ☐ Goals progress report
- ☐ Budget analyses and monitoring reports
- ☐ Budget presentations and related materials
- ☐ External reviews and audits
- ☐ Staff attendance, hiring, retention, and other HR data
- ☐ Analysis of student feedback
- ☐ Analysis of staff feedback
- ☐ Analysis of safety and crisis plan elements and/or incidence reports
- ☐ Relevant staff meeting agendas/minutes/materials
- ☐ Master school schedule
- ☐ Analysis and/or samples of leadership team(s) schedule/agendas/materials
- ☐ Other:_____

Progress Report on Standard III: Family and Community Engagement

Refer to the Rubric for details on the indicators.

Standard III	The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

Overall analysis:

Indicator	Comments and Analysis
III-A. Engagement	
III-B. Sharing Responsibility	
III-C. Communication	
III-D. Family Concerns	

Evidence:
- ☐ Goals progress report
- ☐ Participation rates and other data about school family engagement activities
- ☐ Evidence of community support and/or engagement
- ☐ Sample school newsletters and/or other communications
- ☐ Analysis of school improvement goals/reports

- ☐ Community organization membership/participation/ contributions
- ☐ Analysis of survey results from parent and/or community stakeholders
- ☐ Relevant staff meeting presentations and minutes
- ☐ Other:_____

Refer to the Rubric for details on the indicators.

Standard IV	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a schoolwide culture of reflective practice, high expectations, and continuous learning for staff.

Overall Analysis:

Indicator	Comments and Analysis
IV-A. Commitment to High Standards	
IV-B. Cultural Proficiency	
IV-C. Communication	
IV-D. Continuous Learning	
IV-E. Shared Vision	
IV-F. Managing Conflict	

Evidence:
- ☐ Goals progress report
- ☐ School improvement plans and reports
- ☐ School vision, mission, and core values statements
- ☐ Staff attendance and other data
- ☐ Memos/newsletters to staff and other stakeholders

- ☐ Classroom visit protocol and sample follow-up reports
- ☐ Presentations/materials for community/parent meetings
- ☐ Staff survey feedback
- ☐ Samples of educator practice goals
- ☐ Staff and/or leadership meeting agendas/materials

- ☐ Evidence of shared decision making and distributed leadership
- ☐ Existence of working professional learning communities
- ☐ Other:_____

Assessment of Impact on Student Learning

Impact on Student Learning (*Check one.*)	Low ☐	Moderate ☐	High ☐

Evidence and analysis:

Appendix I. End-of-Cycle Summative Evaluation Report

End-of-Cycle Summative Evaluation Report: Principal

Principal: _____ _____ _____

Evaluator: _____ _____ _____

Name   **Signature**   **Date**

Step 1: Assess Performance on Goals (*See page 3; circle one for each set of goal[s].*)

Professional Practice Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
School Improvement Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded

Step 2: Assess Performance on Standards (*See pages 4–7; check one box for each standard.*)

Indicators

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *needs improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be unsatisfactory at the time. Improvement is necessary and expected. For new principals, performance is on track to achieve proficiency within three years.

Proficient = *Proficient* practice is understood to be fully satisfactory. This is the rigorous expected level of performance.

Exemplary = A rating of *exemplary* indicates that practice significantly exceeds proficient and could serve as a model of practice districtwide..

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	☐	☐	☐	☐
Standard II: Management and Operations	☐	☐	☐	☐
Standard III: Family and Community Engagement	☐	☐	☐	☐
Standard IV: Professional Culture	☐	☐	☐	☐

Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; circle one.*)

Unsatisfactory   Needs Improvement   Proficient   Exemplary

Step 4: Rate Impact on Student Learning (*Check only one.*)

Low	Moderate	High
☐	☐	☐

Step 5: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *needs improvement* or *unsatisfactory* or Impact on Student Learning rating of *low*.

Comments:

Step 6: Add Principal Comments

Comments can be added by an educator being evaluated.

Comments:

Principal's Performance Goals

Goals should be SMART and include at least one goal for each category: professional practice, student learning, and school improvement.

Check one box for each goal.

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
1		☐	☐	☐	☐	☐
Student Learning						
2		☐	☐	☐	☐	☐
School Improvement						
3		☐	☐	☐	☐	☐
4		☐	☐	☐	☐	☐
5		☐	☐	☐	☐	☐
Other Goals (if any)						
6		☐	☐	☐	☐	☐
7		☐	☐	☐	☐	☐

Principal's Performance Rating for Standard I: Instructional Leadership

Refer to the Principal's Rubric for details on the Indicators.

Overall Rating for Standard I (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

Unsatisfactory	Needs Improvement	Proficient	Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *needs improvement* or *unsatisfactory*):

Indicator	Indicator Rating	Comments and Analysis
I-A. Curriculum		
I-B. Instruction		
I-C. Assessment		
I-D. Evaluation		
I-E. Data-Informed Decision Making		

Examples of evidence superintendent might provide:

- ☐ Mid-cycle goals progress report
- ☐ Analysis of classroom walk-through data
- ☐ Analysis of school assessment data
- ☐ Sample of school improvement plans and progress reports

- ☐ Analysis of staff evaluation data
- ☐ Report on staff educator practice and student learning goals
- ☐ Analysis of student achievement data
- ☐ Student feedback
- ☐ Student work examples

- ☐ Staff feedback
- ☐ Relevant staff meeting agendas/materials
- ☐ Analysis of leadership team(s) agendas and/or feedback
- ☐ Other:_____

Principal's Performance Rating for Standard II: Management and Operations

Refer to the Administrative Leadership Practice Rubric for details on the indicators.

Overall Rating for Standard II (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

Unsatisfactory	Needs Improvement	Proficient	Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *needs improvement* or *unsatisfactory*):

Indicator	Indicator Rating	Comments and Analysis
II-A. Environment		
II-B. Human Resources Management and Development		
II-C. Scheduling and Management Information Systems		
II-D. Law, Ethics, and Policies		
II-E. Fiscal Systems		

Examples of evidence superintendent might provide:

- ☐ Goals progress report
- ☐ Budget analyses and monitoring reports
- ☐ Budget presentations and related materials
- ☐ External reviews and audits
- ☐ Staff attendance, hiring, retention, and other HR data

- ☐ Analysis of student feedback
- ☐ Analysis of staff feedback
- ☐ Analysis of safety and crisis plan elements and/or incidence reports
- ☐ Relevant staff meeting agendas/minutes/materials

- ☐ Master school schedule
- ☐ Analysis and/or samples of leadership team(s) schedule/agendas/materials
- ☐ Other:_____

Principal's Performance Rating for Standard III: Family and Community Engagement

Refer to the Administrative Leadership Practice Rubric for details on the indicators.

Overall Rating for Standard III (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

Unsatisfactory	Needs Improvement	Proficient	Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *needs improvement* or *unsatisfactory*):

Indicator	Indicator Rating	Comments and Analysis
III-A. Engagement		
III-B. Sharing Responsibility		
III-C. Communication		
III-D. Family Concerns		

Examples of evidence superintendent might provide:
- ☐ Goals progress report
- ☐ Participation rates and other data about school family engagement activities
- ☐ Evidence of community support and/or engagement
- ☐ Sample school newsletters and/or other communications
- ☐ Analysis of school improvement goals/reports
- ☐ Community organization membership/participation/ contributions
- ☐ Analysis of survey results from parent and/or community stakeholders
- ☐ Relevant staff meeting presentations and minutes
- ☐ Other:_____

Principal's Performance Rating for Standard IV: Professional Culture

Refer to the Administrative Leadership Practice Rubric for details on the indicators.

Overall Rating for Standard IV (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a schoolwide culture of reflective practice, high expectations, and continuous learning for staff.

Unsatisfactory	Needs Improvement	Proficient	Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *needs improvement* or *unsatisfactory*):

Indicator	Indicator Rating	Comments and Analysis
IV-A. Commitment to High Standards		
IV-B. Cultural Proficiency		
IV-C. Communication		
IV-D. Continuous Learning		
IV-E. Shared Vision		
IV-F. Managing Conflict		

Examples of evidence superintendent might provide:

- ☐ Goals progress report
- ☐ School improvement plans and reports
- ☐ School vision, mission, and core values statements
- ☐ Staff attendance and other data
- ☐ Memos/newsletters to staff and other stakeholders

- ☐ Classroom visit protocol and sample follow-up reports
- ☐ Presentations/materials for community/parent meetings
- ☐ Staff survey feedback
- ☐ Samples of educator practice goals

- ☐ Staff and/or leadership meeting agendas/materials
- ☐ Evidence of shared decision making and distributed leadership
- ☐ Existence of working professional learning communities
- ☐ Other:_____

Appendix J. Evidence Used in Educator Evaluation

CMR 35.07

(1) The following categories of evidence shall be used in evaluating each educator:

  (a) Multiple measures of student learning, achievement, and growth including:

  1. Measures of student progress on learning goals set between the educator and evaluator for the school year;

  2. Statewide growth measure(s) where available, including the MCAS Student Growth Percentile and the Massachusetts English Proficiency Assessment (MEPA); and

  3. District-determined measure(s) of student learning comparable across grade or subject districtwide; and,

  4. For educators whose primary role is not classroom teacher, the appropriate measures of the educator's contribution to student learning, growth, and achievement set by the district.

  (b) Judgments based on observations and artifacts of professional practice, including unannounced observations of practice of any duration;

  (c) Additional evidence relevant to one or more performance Standards, including, but not limited to:

  1. Evidence compiled and presented by the educator including:

  a. Evidence of fulfillment of professional responsibilities and growth, such as self-assessments; peer collaboration; professional development linked to goals and/or Educator Plans; contributions to the school community and professional culture;

  b. Evidence of active outreach to and ongoing engagement with families.

  2. Student feedback collected by the district, starting in the 2013–14 school year. On or before July 2013, the Department shall identify one or more instruments for collecting student feedback and shall publish protocols for administering the instrument(s), protecting student confidentiality, and analyzing student feedback. In the 2011–2012 and 2012–2013 school years, districts are encouraged to pilot new systems and to continue using and refining existing systems for collecting and analyzing student feedback as part of educator evaluation.

  3. Staff feedback (with respect to administrators) collected by the district, starting in the 2013–2014 school year. On or before July 1, 2013, the Department shall identify one or more instruments for collecting staff feedback and shall publish protocols for administering the instrument(s), protect staff confidentiality and analyzing staff feedback. In the 2011–2012 and 2012–2013 school years, districts are encouraged to pilot new systems and to continue using and refining existing systems for collecting and analyzing staff feedback as part of the administrator evaluation.

  4. The Department shall research the feasibility and possible methods for districts to collect and analyze parent feedback as part of educator evaluation and shall issue a report and recommendation on or before July 1, 2013.

  5. Any other relevant evidence from any source that the evaluator shares with the educator.

(2) Evidence and professional judgment shall inform:

  (a) The evaluator's ratings of Performance Standards and overall educator performance; and

  (b) The evaluator's assessment of the educator's impact on the learning, growth, and achievement of the students under the educator's responsibility.

Appendix K. Superintendent Responsibilities

1. Know and understand the Massachusetts Standards of Effective Administrative Practice.

2. Understand the Massachusetts principal evaluation process and participate in training to strengthen capacity to implement the Massachusetts Model System for Educator Evaluation effectively and with integrity.

3. Ensure that all steps in the process are conducted according to the agreed upon process.

4. Identify the principal's strengths and areas for improvement and make recommendations for improvement.

5. Ensure that the goals and actions detailed in the Educator Plan are:

    a. Measurable

    b. Challenging

    c. Focused on high-priority needs of students

6. Make at least three unannounced visits to the principal's worksite to observe the principal in action.

    Observation at the school may also include faculty and leadership team meetings; event planning; "back-to-school" nights, and other school events. (See Appendix B for details).

7. Review the principal's analysis of student, staff, and/or parent feedback (starting 2013–14).

8. Prepare for the Mid-Cycle Goals Review and Summative Evaluation Conferences.

9. Prepare the Mid-Cycle Goals Review Report.

10. Prepare the End-of-Cycle Summative Evaluation Report.

Appendix L. Principal Responsibilities

1. Know and understand the Standards of Effective Administrative Leadership Practice.

2. Understand the Massachusetts principal evaluation process and participate in training to strengthen capacity to implement the Massachusetts Model System for Educator Evaluation effectively and with integrity.

3. Prepare for the Goal Setting and Plan Development Conference with the superintendent:

   a. Complete a self-assessment of practice using the rubric.

   b. Analyze data on student learning, growth and achievement.

   c. Analyze student and staff data, where available[21].

   d. Assess school progress, strengths, and areas in need of improvement.

   e. Examine district goals.

   f. Propose SMART goals for professional practice, student learning, and school improvement with key strategies, timelines, benchmarks to assess progress, and resources or supports needed to achieve them (See Appendixes C and D for further guidance).

4. Collaborate with the superintendent in the development of the final goals and the plan.

5. Implement the plan and gather data, artifacts, and other evidence that demonstrates performance in relation to the Standards, progress in attaining goals, and impact on student learning.

6. Host announced and unannounced school visits by the superintendent (see Appendix B for further guidance).

7. Use staff and student feedback to inform practice (not required until 2013–2014).

8. At mid-cycle, present to the superintendent analysis of progress toward goals.

9. At end-of-cycle, complete and present to the superintendent the End-of-Cycle Principal Report analyzing performance, progress on goals, and impact on student learning.

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[21] While student and staff feedback will be required, the Board has not yet determined whether parent feedback will be. By June 2013, ESE must report to the Board on its research concerning the "feasibility and possible methods for districts to collect and analyze parent feedback as part of educator evaluation"
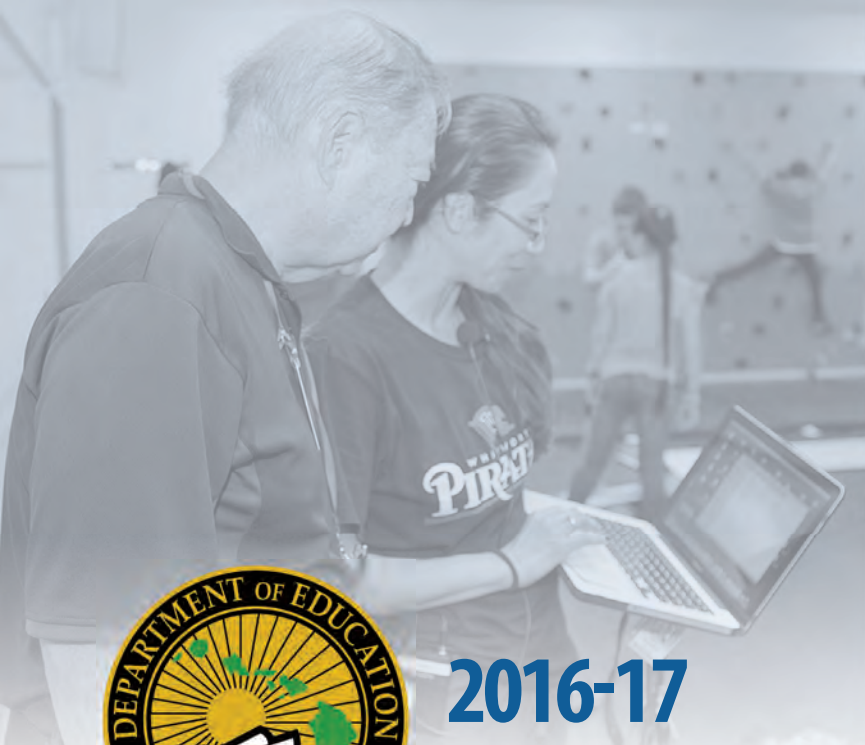
2016-17

Educator Effectiveness System

Message from the Superintendent

As we enter the fourth year of statewide implementation of the Educator Effectiveness System (EES), mahalo for the work you've done to enhance professional practice and student instruction to support the success of our keiki.

Each year, the Hawaii Department of Education (HIDOE) works with educators statewide to improve and refine the EES to better develop teacher practices. This year, various elements of the EES will be modified based on your valuable feedback, including a streamlining of measures to increase flexibility in data collection at the school level. We are encouraged and will continue to make adjustments based on your appreciated input.

Year four offers an opportunity to reflect on our work and focus on professional growth. As you know, teaching is much more than imparting knowledge about subjects. Great teaching ignites curiosity, creativity, and discovery. Looking at our teaching practices from various perspectives can only help improve our ability to connect with students, and inspire them to apply their knowledge and overcome challenges. We are committed to enhancing the profession and supporting teachers to innovate in their instructional practices.

HIDOE will continue to collaborate with educators and administrators to further improve the EES and refine the model in upcoming school years. We are grateful for the work of the HSTA-HIDOE Joint Committee and the feedback from our principals and teachers. Mahalo for your commitment to student achievement, quality teaching, and professional growth.
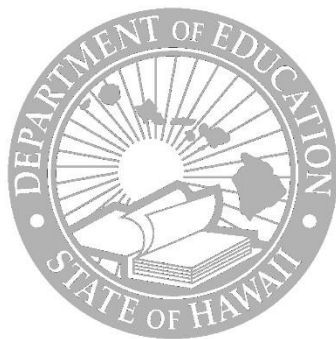
KATHRYN S. MATAYOSHI
Superintendent of Education

Table of Contents

Key Priorities for Implementing the Educator Effectiveness System

The Educator Effectiveness System (EES) is a comprehensive process to evaluate teachers' performance in the Hawaii State Department of Education (Department) to determine how to best target supports for teacher growth and improvement. The Department developed and refined the EES over the course of a one-year planning period and two-year pilot. The system has been further refined based on data and input collected from stakeholders during statewide implementation starting in School Year (SY) 2013-2014 and periodic refinement through SY2015-2016. Driven by the Department's beliefs about the value and importance of continuous improvement, the EES provides teachers with constructive feedback and structures of support throughout the school year.

Teachers cannot opt out of EES. It is required of all teachers based on the Bargaining Unit 5 (BU5) contract and evaluates teachers for a particular school year, irrespective of future plans the teacher may have regarding separating from the Department later in the school year or after the school year is over.

Design Values

Nothing matters more than effective teachers

Research has shown that highly effective teachers have a greater impact on student achievement than any other factor. The EES aims to improve student and system outcomes by providing all teachers with the support they need to succeed. When teachers excel, students will thrive.

Teachers deserve to be treated like professionals

Professionals require evaluation systems that provide fair, transparent, equitable, and comprehensive feedback about their performance. The EES uses multiple measures, when possible, to give teachers the best information available and guard against misguided judgments. In order to support and retain effective teachers, the Department needs to recognize excellence. The EES introduces a performance rating system that enhances effective instructional practices.

The Educator Effectiveness System is about growth

To reach its goals, the Department must invest in its teachers. The EES provides tools and data to help teachers become more effective. The EES supports teacher development by:

Clarifying Expectations

To be effective, teachers and administrators must have a clear understanding of what constitutes successful teaching/system improvement. The multiple EES measures and performance rubrics will identify areas of strength and improvement for our teachers.

Providing Feedback

The EES provides sources of regular feedback to teachers. Feedback is essential to learning and improvement. Under the EES, teachers receive feedback and opportunities for collegial discussion about their data multiple times throughout the school year.

Driving Professional Development

The EES data will help evaluators determine what support teachers need, the best way to allocate resources, and what instructional approaches/structures work best. Providing specific feedback to teachers allows them to set goals and seek professional development aligned with their needs.

Valuing Collaboration

Collaboration among teachers is critical. It builds common expectations of student and system outcomes and allows teachers to share best practices. The EES helps facilitate collaboration within schools and between schools by providing a common language and data set to use when talking about teacher practice, student achievement, school improvement, and system change. The Department encourages leveraging existing cooperative structures like data teams, professional learning communities, departments, instructional leadership teams, and grade level teams to help teachers interpret EES.

Teacher Classification

The EES applies to all BU5 employees within the Department. BU5 employees fall into two broad categories: 1) Classroom Teachers (CT) and 2) Non-Classroom Teachers (NCT). The Professional Development Educate, Empower, Excel (PDE[3]) system, which houses the evaluation data and generates a final effectiveness rating, will apply data to teachers depending upon the specified classification of either CT or NCT. If teachers switch roles mid-year, a conference should be initiated by the evaluator to discuss the implications on the teacher's evaluation. The Summary of Conference (SOC) form in Appendix G may be used to document this meeting.

Classroom Teachers

CTs are BU5 employees who plan, deliver, and assess instruction for students.

Non-Classroom Teachers

NCTs are BU5 employees who do not plan, deliver, or assess instruction for students as their primary responsibility. NCTs are professionals who may support students, educators, parents, and other members of the educational community either at a school, complex area, or state office. Examples of NCT roles include curriculum coordinator, academic coach, registrar, resource teacher, librarian, counselor, student services coordinator, student activities coordinator, technology coordinator, and department head or grade level chair.

Teachers with Multiple Roles

Some teachers may serve in multiple school roles. Teachers who have both classroom and non-classroom responsibilities need to mutually determine, with their evaluator, which teacher classification best applies to their position. Teachers who primarily plan, deliver, and assess

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Educator Effectiveness System Manual for Evaluators and Participants   Page | 2

DreamHouse Ewa Beach   Attachment H - 5

instruction for students should generally be classified as CTs. If the teacher and evaluator cannot agree on the teacher's classification, the evaluator's determination is the one that will take precedent.

EES Measures

The EES measures are rooted in the Hawaii Teacher Performance Standards and comply with Hawaii State Board of Education (Board) Policy 203.4. Board policy requires the evaluation system to have two major components each of which counts towards at least 40 percent of the overall rating. The EES consists of Student Growth and Learning measures for half of a teacher's annual effectiveness rating, with Teacher Practice accounting for the other half. EES components used to comprise each measure differ based on each teacher's job classification since different data links to different teaching assignments.

Student Growth and Learning	Teacher Practice
• Student Learning Objective (SLO)/School or System Improvement Objective (SSIO)	• Core Professionalism (CP) including action and reflection on Tripod Student Survey and Hawaii Growth Model (MGP) results • Observation(s) or Working Portfolio (WP)

The combination of measures will result in an annual final effectiveness rating of Highly Effective, Effective, Marginal, or Unsatisfactory.

Highly Effective - Demonstrates excellence in teacher practice and student/system outcomes that exceed expectations.

Effective - Demonstrates effective teacher practice and student/system outcomes that meet expectations.

Marginal - Needs improvement to demonstrate effective teacher practice and/or expected student/system outcomes.

Unsatisfactory - Does not show evidence of effective teacher practice or expected student/system outcomes.

The final effectiveness rating represents the combined performance on multiple measures. Individual component ratings do not equate to the final effectiveness rating. Individual component ratings may use different terminology (e.g., Distinguished, Proficient, Basic, etc.) because they are indicators of specific levels of performance on unique rubrics.

The PDE[3] system will be used to document all evaluation dates, component ratings, and generate a final effectiveness rating.

DreamHouse Ewa Beach   Attachment H - 6

Differentiating EES to Meet Teachers' Needs

The EES applies differentiated evaluation measures and supports based on teachers' final effectiveness rating from the previous year (when available) to help administrators manage time to coach and observe, and for teachers to prepare and reflect. The differentiated process reflects the belief that teachers at different performance levels deserve and require different types of feedback, support, and opportunities to grow as professionals. All teachers will continue to set learning objectives, engage in data team processes, implement best practices in alignment with the Framework for Teaching, and participate in walk-throughs, which are all part of school improvement processes.

Every teacher will receive an annual performance rating based on a Comprehensive Evaluation. Teachers will generally fall into one of the following categories:

Non-tenured teachers and teachers rated as Less than Effective

All non-tenured teachers shall participate in an Enhanced Evaluation. Any teacher rated Less than Effective in the prior year's evaluation shall also participate in an Enhanced Evaluation.

Tenured teachers who received a rating of Effective or better in the prior year's evaluation

Beginning with SY2016-2017, tenured teachers rated Effective or better shall participate in alternating years of a Standard Evaluation and a Streamlined Evaluation. The type of evaluation will depend on their prior year's final effectiveness rating and the last digit of their Social Security Number (SSN) (see Annual Comprehensive Evaluations table and Transition Schedule diagram). During the year in which tenured teachers participate in a Streamlined Evaluation, their prior year's final rating shall be carried over. If a tenured teacher does not have a final EES rating from the previous year, the teacher will participate in a Standard Evaluation (i.e. teachers that were on leave or other special circumstances).

Annual Comprehensive Evaluations for SY2016-2017

		Comprehensive Evaluations		
		Enhanced	**Standard**	**Streamlined**
		• **Any teacher** who received an **Overall Marginal or Unsatisfactory EES rating** in the prior school year • Any **Non-Tenured teachers** regardless of their overall rating in the prior school year	• **Tenured teachers** with **no EES rating** from the prior school year or **Tenured teachers** who received an **Overall Effective or Highly Effective EES rating** in the prior school year and **whose SSN ends in an odd number**	• **Tenured** teachers who received an **Overall Effective or Highly Effective EES rating** in the prior school year and **whose SSN ends in an even number***
Teacher Practice	**CP**	Domain 4 evidence, and reflection on student survey and MGP results (teacher or school-wide score, as applicable)	Domain 4 evidence, and reflection on student survey and MGP results (teacher or school-wide score, as applicable)	Reflection on student survey and MGP results (teacher or school-wide score, as applicable), not rated
	Observation -OR- **WP**	Two or more formal observations, or a WP for NCT	One or more formal observations, or a WP for NCT	Not required or rated*
Student Growth and Learning	**SLO** -OR- **SSIO**	One SLO or SSIO	One SLO or SSIO	Not required or rated*
Final Rating		New rating received	New rating received	Rating carried over from prior year

*At evaluator's discretion, teachers will continue to set learning objectives, engage in data team processes, participate in walkthroughs and implement best practices as part of school improvement processes. Such efforts during a Streamlined Evaluation shall not be rated and documentation is not required.

Transition Schedule Diagram for Tenured Teachers in SY2016-2017

Group A Tenured Teachers *(SSN ends w/odd number)*	→ SY2016-2017 Standard Track
Group B Tenured Teachers *(SSN ends w/even number)*	→ SY2016-2017 Streamlined Track
Less Than Effective Tenured Teachers	→ SY2016-2017 Enhanced Track
*Other Tenured Teachers *(Not on an evaluation track the previous year; last digit of SSN is not a factor)*	→ SY2016-2017 Standard Track
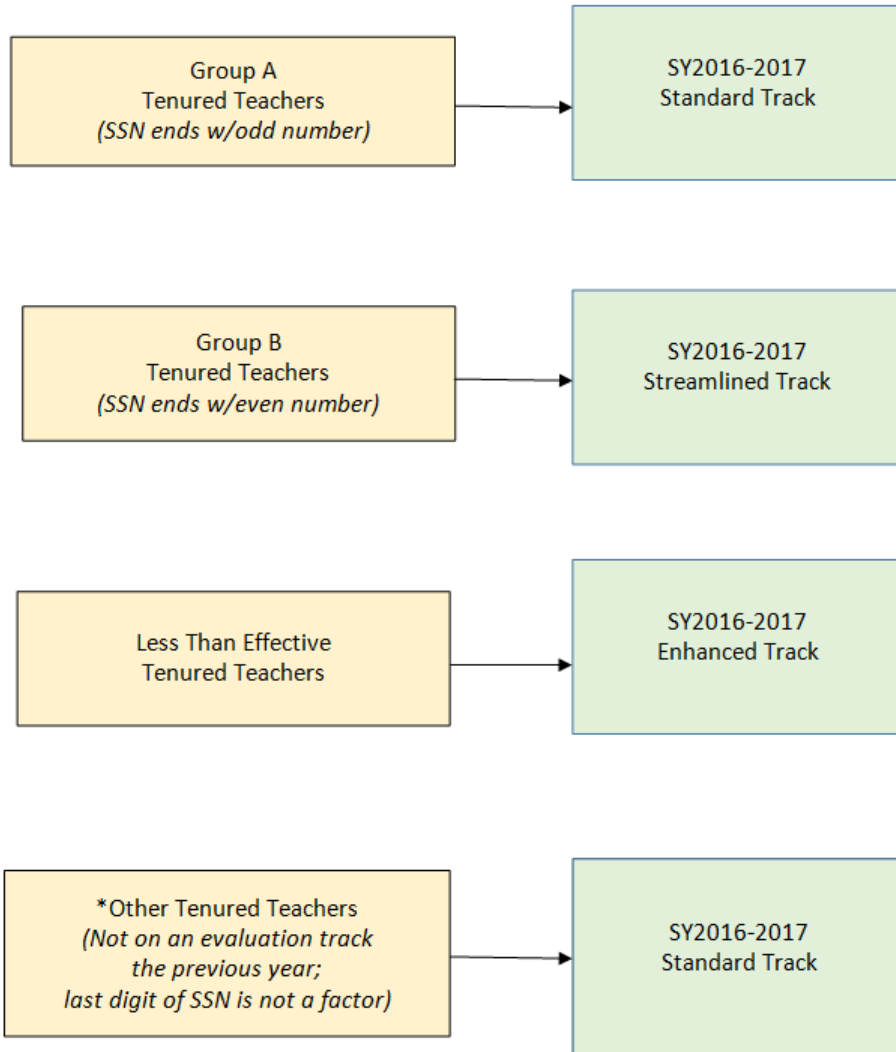
Evaluation Conferences

Every teacher is unique, therefore support and development should not look exactly the same for everyone. It is imperative that teachers and administrators have opportunities for honest, data-driven conversations focused on promoting continuous improvement. Instead of meeting about each evaluation component separately, it is recommended that teachers and evaluators work together to schedule combined conferences for as many components as possible. While observation cycles typically require their own conferencing schedule, most of the other components in the EES can be discussed during a Beginning Conference, Mid-Year Conference (optional), and Ending Conference as described here.

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Educator Effectiveness System Manual for Evaluators and Participants   Page | 6

DreamHouse Ewa Beach   Attachment H - 9

Beginning Conference

This is a collaborative discussion about the teacher's past performance and plan for the year ahead. It is recommended that the topics of conversation include a teacher's professional development plan, Core Professionalism, Observation schedule, Working Portfolio (WP), and SLO/SSIO plan, as applicable. Holding the Beginning Conference before the end of the first quarter is recommended.

Mid-Year Conference (optional)

If necessary or desired, a meeting can be arranged to discuss progress on all aspects of the teacher's performance. New sources of information about the teacher's practice such as Tripod Student Survey results, walk-through data, Hawaii Growth Model (HGM) data, or a change in the teacher's role could trigger a need to meet. Topics could also include the impact of new students on a SLO, progress on a WP, or a needed adjustment to a teacher's professional development plan. Additionally, concerns could be discussed if the teacher has documented deficiencies and an intervention is necessary.

Ending Conference

Teacher and evaluator review the summative feedback and the documentation that should support all ratings (component and overall) for Teacher Practice and Student Growth and Learning at the Ending Conference. Progress made with the teacher's professional development plan should be discussed along with the teacher's final effectiveness rating for the school year. Best practice would be to upload this documentation into PDE[3].

Overview Training for Teachers New to EES

In addition to the annual EES Orientation, teachers new to the EES must participate in the following basic training requirements:

Topic	Provider	Purpose and Outcomes	Due Dates
Teacher Practice: • Introduction to the Framework for Teaching • Overview of procedures for Classroom Observations/ WP, CP (including Tripod Student Survey and HGM reflections)	Participant of the Trainer-of-Trainers for "Introduction to the Framework for Teaching" OR certified in the observation protocol	Provide teachers with a basic understanding of the components within teacher practice including, but not limited to: • How the framework may enhance teaching, learning, and support teachers' professional growth • Themes within the levels of performance and the focus components	August 31 or prior to the teacher's first classroom observation

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Educator Effectiveness System Manual for Evaluators and Participants   Page | 7

DreamHouse Ewa Beach   Attachment H - 10

Topic	Provider	Purpose and Outcomes	Due Date*
Student Growth and Learning Overview: Quality Instruction via SLO for beginning teachers	School level, complex area, or state office staff, as applicable	Provide teachers a basic understanding of the components within Student Growth and Learning including, but not limited to: • A meaningful learning goal • An aligned assessment plan • Rigorous Expected Targets evidence-based, specific, and differentiated instructional strategies	August 31 or prior to the beginning term approval date for SLOs/SSIOs *Relative to teachers hired after the school year starts, training should be conducted as soon as possible, and prior to the teacher's engagement in applicable evaluation components*

Orientation Training for all Teachers

Attendance for all required training sessions must be recorded in PDE[3]. Training and support should not be limited to the overviews; it should be ongoing and targeted to support individual needs.

All teachers must participate in a EES Orientation annually.

Topic	Provider	Purpose and Outcomes	Due Date*
EES Orientation	School level, complex area, or state office staff, as applicable	• Provide an orientation to the performance evaluation system • Inform teachers about the tools, process, performance criteria, guidance material, method of calculating the annual evaluation rating, and timelines	Must be conducted on an administrative directed day prior to the first day of instruction with students *Relative to teachers hired after the school year starts, training should be conducted as soon as possible, and prior to the teacher's engagement in applicable evaluation components*

Refresher Training for Returning Teachers on Enhanced or Standard Track

In addition to the annual EES Orientation, returning teachers who are on Standard or Enhanced Evaluation tracks must participate in the following refresher training:

Topic	Provider	Purpose and Outcomes	Due Date
Teacher Practice and Student Growth and Learning measures for SY2016-2017	School level, complex area, or state office staff, as applicable	Build teachers' knowledge, understanding, and awareness of performance evaluation system	August 31 or prior to the first formal observation and beginning-of-term approval date for SLOs/SSIOs

Refresher Training for Principals and other Evaluators

Topic	Provider	Purpose and Outcomes	Due Date
Educational Officers (EOs) SY2016-2017 EES Training	For Principals and returning Vice Principals (VPs): Complex area trainer For non-school level EOs who supervise teachers: Complex area trainer, or state office trainer, as applicable For new VPs and Certification for School Leader Interns: Processional Development & Educational Research Institute also known as PDERI	Purpose: Enhance EOs' knowledge, understanding, and skills to administer the EES for teachers' performance evaluation and professional growth. This includes the Danielson Observation, WP, CP (including Trip Student Survey, HGM, and Professional Development Plan reflections), and SLO/SSIO Directed Outcome: EOs will administer an evaluation that is collaborative, transparent, objective, and provides ongoing support; and is geared at the individual teacher's needs	Prior to the end of the first semester

Supporting Teachers with Documented Deficiency

In influencing interventions for a given year, nothing shall preclude an administrator from using information and data from the previous year. (e.g., a teacher's professional development plan in a Streamlined Evaluation can be used as ongoing evidence of growing and developing professionally for CP the following year.)

Administrative interventions may occur based on the magnitude of a single performance deficiency on the teacher's part or multiple performance deficiencies. The administrator's professional judgment determines how he or she proceeds.

A Streamlined Evaluation does not mean a year off from evaluation. If a teacher who is participating in a Streamlined Evaluation demonstrates a documented performance deficiency, an EES Summary of Conference (SOC, see Appendix G) to address the issue may suffice. If not, the administrator has three options:

1. Provide additional support(s),
2. Put the teacher on a Principal Directed Professional Development Plan (PDPDP), or
3. Put the teacher on a Standard Evaluation. (If this option is selected, the final date to make this change is the 23rd teacher workday of the second semester, see Implementation Timeline.)

The options available to an administrator for a teacher on a Standard Evaluation who demonstrates a performance deficiency includes only the first two options above.

Triggers for initiating an intervention due to documented performance deficiencies (contingent on the teacher's current evaluation track) include, but are not limited to observations, poor SLO/SSIO implementation, low Tripod Student Survey results, poor student outcomes, parent concerns, or walk-through data. Administrators should document concerns as they arise, contact their EES Complex Area Lead for guidance, and schedule a meeting with the teacher to discuss next steps and expectations.

One way to trigger more support is for the evaluator to initiate the development of a PDPDP. This plan should outline supports and goals for improving a teacher's practice. If a PDPDP is triggered during the school year based on performance deficiencies arising that year, the plan must be approved within 30 calendar days of being initiated. If the 30th day falls on a weekend, intersession, or other scheduled break in the school calendar, the PDPDP should be approved no later than the second teacher's workday after the break. The placement of a teacher on a PDPDP may be documented on the EES SOC form.

The following diagram summarizes the processes described in this section of the manual:

Concerns Arise
Administrator documents concerns based on walk-throughs, EES data, parent concerns, etc. and schedules a meeting with the teacher

⬇

Administrator meets with teacher and documents the meeting using the EES SOC form and applies professional judgement to determine using one or more of the following courses of action:

Continue to check on progress while outlining next steps, necessary supports, timeline, and expectations	and/or	Initiate a PDPDP	and/or	Move the teacher onto a Standard Evaluation cycle

Implementation Timelines
(Timelines for Multi-Track Schools is located in Appendix F)

While many evaluation components have fixed dates, the ideal timing of classroom observations and conferences varies for each teacher and school. Teachers and evaluators should collaborate to complete EES requirements given the constraints applicable to their school and situation. The deadlines shown here are administrative deadlines. Evaluators may require evidence submission prior to dates listed to allow for feedback and revisions.

If a teacher and evaluator want to extend these timelines for a specific situation, it requires coordination with the EES Complex Area Lead (for the evaluator) and the Hawaii State Teachers Association (HSTA) UniServ Director (for the teacher). The EES Lead and HSTA UniServ Director will coordinate with the State EES Lead and HSTA Negotiations Specialist, respectively. Extension to due dates shall occur only when there is agreement between the State EES Lead and HSTA's Negotiations Specialist. If there is no agreement, the timeline in this manual shall be followed.

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Educator Effectiveness System Manual for Evaluators and Participants   Page | 11

DreamHouse Ewa Beach   Attachment H - 14

Deadline	Component	July
7/29 (or prior to the first day of instruction)	**Training**	EES Orientation SY2016-2017 training for all teachers during Administrative Day

Deadline	Component	August
8/31 (or prior to starting EES evaluation)	**Training**	Overview trainings for teachers new to the EES

Deadline	Component	September
9/6	**SLO/SSIO**	Evaluators approve First Semester SLO/SSIO in PDE[3] *(Secondary teachers who only teach quarter-long classes must collaborate with their evaluators to determine the following deadlines: approval, mid-term, data collection, and end-of-term rating)*
9/9 - 9/15	**Tripod Student Survey Roster Verification (RV)**	Teachers in grades 3-12 verify roster for Tripod Student Survey administration (see details in Appendix D: 2016-2017 Tripod Student Survey Calendar)
9/13	**PDPDP**	Evaluator-led PDPDP developed and approved for teachers who received a Less than Effective final effectiveness rating in the prior school year

Deadline	Component	October
10/7	**WP, CP, Individual Professional Development Plan (IPDP)**	Beginning Conference is completed; address the following topics: WP, CP, and IPDP
	SLO/SSIO	Evaluators approve year-long SLO/SSIO in PDE[3]
10/28	**SLO/SSIO**	Evaluators approve mid-term first semester SLO/SSIO in PDE[3]

Deadline	Component	November
11/14 – 11/29	**Tripod Student Survey**	Tripod Student Survey window

Deadline	Component	December
12/7	**SLO/SSIO**	Teachers close implementation of first semester SLO/SSIO

Deadline	Component	January
1/9 or second day after return from Winter Break	**SLO/SSIO Observations**	Evaluators finalize first semester observations ratings, first semester end-of-term rating in PDE[3] *(Secondary teachers who only teach quarter-long classes must collaborate with their evaluators to determine the following deadlines: approval, mid-term, data collection, and end-of-term rating)*
1/27	**SLO/SSIO**	Evaluators approve mid-term year-long SLO/SSIO in PDE[3]

Deadline	Component	February
2/10	**EES Track**	Evaluator deadline for moving a teacher from Streamlined to Standard Evaluation
2/10	**SLO/SSIO**	Evaluators approve second semester SLO/SSIO
2/24	**Tripod Student Survey**	Teachers receive results for Tripod Student Survey, review the results, conduct reflection, and select actions for improvement

Deadline	Component	March
3/31	**SLO/SSIO**	Evaluators approve mid-term second semester SLO/SSIO in PDE[3]

Deadline	Component	April
4/4 – 4/24	**Student Growth Percentile (SGP) RV**	Teachers in grades 4-8 English Language Arts (ELA) and math complete RV for the HGM

Deadline	Component	May
5/5	**Observations, WP, CP, SLO/SSIO**	Second semester observations completed; teachers close implementation for WP, CP, and second semester, year-long SLO/SSIO
	IPDP, PDPDP, MGP, Tripod Student Survey	Teachers submit End-of-Year Reflection for IPDP, PDPDP, MGP, and Tripod Student Survey, as applicable
5/5 – 5/19	**Observations, WP, SLO/SSIO, CP, IPDP, PDPDP**	Complete all ending conferences within this two-week period; especially for teachers rated Less than Effective
	Final Rating for all Components	Evaluators finalize and lock all relevant components in PDE[3], including SLO/SSIO End-of-Term Ratings, Observation ratings, WP ratings, CP ratings, and Final EES Ratings; all teachers and administrators should sign and date the summary tab in PDE[3] to acknowledge the final effectiveness rating for SY2016-2017 (**The principal must notify teachers who will receive a final effectiveness rating of Marginal or Unsatisfactory by 5/19)**

Teacher Practice Measures

Teacher practice is based on Core Professionalism and Observation/Working Portfolio.

Core Professionalism (20%)

Observation(s) or Working Portfolio (30%)

The Teacher Practice Measures of the EES draw upon different Domains and Components of the Danielson Framework for Teaching depending on the purpose of the measure and the teacher classification. Teachers have access to Charlotte Danielson's book, *Enhancing Professional Practice: A Framework for Teaching*. The element-level rubrics found in the 2007 edition and the component-level rubrics found in the 2013 edition of *The Framework for Teaching Evaluation Instrument* were consolidated into the Hawaii Adapted Framework for Teaching as a guide for evidence collection and evaluation within the EES.

Core Professionalism

Core Professionalism (CP) encompasses the range of responsibilities and activities a teacher handles that are critical to students and schools. Throughout the school year, teachers engage in professional activities that positively contribute to the school culture.

Indicators for Core Professionalism

Domain 4 Evidence

The criteria and expectations for CP are articulated in the Domain 4 rubric from the Hawaii Adapted Framework for Teaching. The Domain Level Rubric provides a more holistic picture of a teacher's professional responsibilities.

- 4A. Reflecting on Teacher Practice
- 4B. Maintaining Accurate Records
- 4C. Communicating with Families
- 4D. Participating in the Professional Community
- 4E. Growing and Developing Professionally
- 4F. Showing Professionalism

Reflection and action to improve on Tripod Student Survey results

The Tripod Student Survey collects student perspectives about teaching and learning pertaining to a specific classroom. More information about the Tripod Student Survey is available in the Additional Resources on the HIDOE Intranet.

Teachers will reflect upon their individual or school level Tripod Student Survey results and should consult and collaborate with their evaluator on the acceptable documentation method of reflection.

Reflection on Hawaii Growth Model results

The HGM is a normative model that ranks each student's state assessment score within a content area against students with similar score histories (academic peers). The SGP resulting from this analysis helps to determine how much a student has progressed within a given year compared to other students with a similar scoring history. MGPs are then used to summarize the growth performance for groups of students. MGPs are calculated by finding the midpoint SGP value for all the students in a specific group. For the HGM, groups of students are defined as either a classroom or an entire school. More information on the HGM is available in the Additional Resources on the HIDOE Intranet EES website.

Teachers will reflect on HGM results and should consult and collaborate with their evaluator on the acceptable documentation method of reflection.

Reflection on Professional Development Plans

Teachers will reflect on progress of their professional development plans and should consult and collaborate with their evaluator on the acceptable documentation method of reflection.

Professional Development Plans
(Appendix VI, Item 5e of the Collective Bargaining Agreement [CBA])

All teachers will develop and maintain a professional development plan that identifies areas for targeted growth and learning. There are two types of professional development plans.

1. **IPDP:** A teacher's IPDP can take shape in many different formats, but should include concrete goal(s) for targeted growth and learning. Examples of IPDPs could include the Highly Qualified professional development plan, the Induction and Mentoring Growth Plan, or school-designed professional development plan, among others. Teachers will discuss the contents of their plan with their evaluator by the end of the first quarter. Completion of the plan itself and the learning opportunities within the plan are considered a matter of professional responsibility. Teachers may include their IPDP reflection as evidence within CP.

2. **PDPDP:** A PDPDP will apply to:
   a. Teachers who received a Less than Effective rating for the previous school year. The principal/evaluator will lead the development of this plan. The PDPDP must be approved within 30 instructional days from the start of the school year. The plan should

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include specific interventions and teacher expectations, as well as a timeline for improvements to occur.

b. Teachers who have demonstrated documented deficiencies. Principals/evaluators can place a teacher on a PDPDP at any time during the school year (see the *Supporting Teachers with Documented Deficiencies* section of this manual for more information).

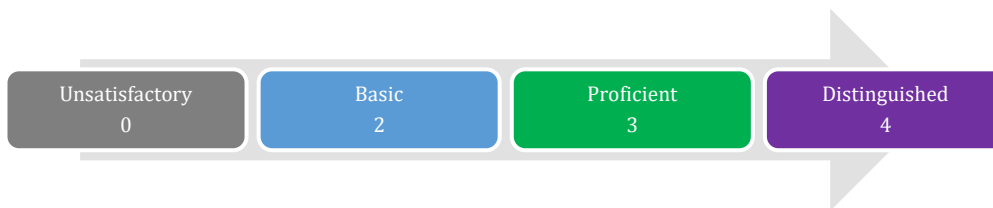## *Process and Requirements for Core Professionalism*

- Principal/Administrator reviews the CP expectations with the teacher based on the CP rubric prior to the end of the first quarter of the school year through a mutually agreed upon meeting (individually or with a group of teachers)
- Teacher and evaluator collect CP evidence (including Tripod Student Survey and HGM results' reflections) throughout the school year
- At an Ending Conference, evaluator reviews the evidence with the teacher and assigns a CP rating
- If the teacher does not participate in this or any other component of the EES in a timely manner or at all, the evaluator should address this through the SOC process
  1. The principal should issue a directive requiring the teacher to follow through by a specific deadline; and identify the possible consequence(s) if the teacher does not follow through
  2. If the teacher does not comply within that time, the evaluator will rate the teacher as Unsatisfactory for the affected component and may also use this as evidence in CP

Rating Calculation for Core Professionalism

CP is viewed and rated holistically using the Domain 4 *Hawaii Adapted Framework for Teaching* rubric. Indicators are not rated individually and then averaged, but rather it is the evaluator's judgment of the preponderance of evidence. Evaluators may also contribute to the pool of evidence (e.g., following school policies and procedures, participation in professional development, etc.) and must notify teachers when it is going to be used for evaluation purposes. Evaluators are responsible for clearly communicating submission of CP evidence, deadlines, and clarifying expectations to their teachers. A single indicator may be important enough to influence the final CP rating.

CP ratings may be quantified by using the following Domain 4 rubric:

0	2	3	4
Teacher demonstrates low ethical standards and little sense of professionalism for improving his/her own teaching and collaboration with colleagues	Teacher demonstrates modest ethical standards and a moderate sense of professionalism for improving his/her own teaching, and modest collaboration with colleagues	Teacher demonstrates high ethical standards and a sense of professionalism focused on improving his/her own teaching, and collaboration with colleagues	Teacher demonstrates highest ethical standards and a deep sense of professionalism, focused on improving his/her own teaching and supporting the ongoing learning of colleagues
Record-keeping systems are chaotic and ineffective, with information lost or missing	Record-keeping systems are minimal and partially effective	Record-keeping systems are efficient and effective	Record-keeping systems are efficient and effective, with evidence of student contribution
Communication with families/communities is unclear, infrequent, and culturally insensitive	Communication with families/communities is sometimes unclear, sporadic, and of mixed cultural sensitivity	Communication with families/communities is clear, frequent, and culturally sensitive	Communication with families/communities is clear, frequent, and culturally sensitive, with meaningful student participation
Teacher avoids participating in both school and department projects unless specifically required to do so, and makes a minimal commitment to professional development	Teacher participates to a minimal extent in both school and department projects, and makes a commitment to professional development	Teacher participates in both school and department projects, and engages in professional development activities	Teacher assumes leadership roles in both school and department projects, and engages in a wide range of professional development activities
Reflection on practice is infrequent or inaccurate, resulting in few ideas for improvement	Reflection on practice is sporadic and occasionally accurate, resulting in inconsistent ideas for improvement	Reflection on practice is frequent and accurate, resulting in valuable ideas for improvement	Reflection on practice is insightful, resulting in valuable ideas for improvement that are shared across professional learning communities and contribute to improving the practice of colleagues

Unsatisfactory 0	Basic 2	Proficient 3	Distinguished 4

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Educator Effectiveness System Manual for Evaluators and Participants   Page | 17

DreamHouse Ewa Beach   Attachment H - 20

Additional Resources for Core Professionalism

Login to the HIDOE Intranet EES website's CP link:

https://intranet.hawaiipublicschools.org/sixstrategies/EESCP for the following resources:

- ➢ CP Overview
- ➢ Hawaii Adapted Framework for Teaching CP Domain 4 Rubric
- ➢ CP Training
- ➢ Tripod Student Survey Administration Resources
- ➢ Unpacking Tripod Student Survey Results
- ➢ Additional Resources for RV
- ➢ Profile of an Effective Teacher (de facto position description for teacher positions)

Hawaii Growth Model - SchoolView

- ➢ SchoolView is a visualization tool that displays SGPs for math and reading from the state assessment. Users are provided different levels of access to student, school, and complex area data based on permissions in the Department's Longitudinal Data System (LDS). The public has access to school and district summaries at http://growthmodel.hawaiipublicschools.org/ while teachers see specific student scores based on RV from the previous spring. Teachers can log in to SchoolView through the HIDOE's single sign-on (https://www.doesso.k12.hi.us) to access class data and individual student histories.

Hawaii Growth Model - Longitudinal Data System

- ➢ The LDS link (https://lds.k12.hi.us/Dashboard) collects data from various sources over time. As with SchoolView, teachers log in to LDS through the HIDOE's single sign-on. Student growth trends of current students can be located by teachers and administrators on the LDS and triangulated with other data sources such as attendance records. Summaries of school-wide data are available on LDS, including the percentage of students that are catching up and keeping up with expected growth targets school wide.

Hawaii Growth Model - HIDOE Intranet EES Page

- ➢ Login to the HIDOE Intranet EES website's HGM link: https://intranet.hawaiipublicschools.org/sixstrategies/EESHGM for the following resources:
  - ■ Technical documents
  - ■ "Measuring and Calculating Student Growth" - Prezi Presentation
  - ■ Growth Model website tutorial: Tutorial for the public level views of the HGM website to look at school wide scores
  - ■ Growth Model tutorial for private level views: Tutorial for the private level views of the HGM website to look at individual student
- ➢ Login to the HIDOE Intranet EES website's RV link: https://intranet.hawaiipublicschools.org/sixstrategies/ees/Pages/EESRV.aspx for the following resources:
  - ■ Student Growth RV
  - ■ RV Steps: SGP

Observations

Observations and collaborative conferencing are critical to understanding and developing teacher practice. The observation cycle consist of three key steps, which should be completed by the same observer. Best practice is for the cycle to be completed within two weeks. The observations are based on Charlotte Danielson's Framework for Teaching. The Department decided to focus on five observable components for classroom observations based on their alignment with our statewide priorities.

The *Hawaii Adapted Framework for Teaching Rubrics* will be used to guide evidence collection and evaluations of these focus components. The lengths of conferences and observations will vary depending on the context.

The expectation is that the evaluator and teacher work together to schedule dates and times for the entire observation cycle. The evaluator may select the most appropriate dates and times if the teacher and evaluator cannot agree.

Observers must be EOs who are certified by the Department to conduct observations. Evaluators have the authority to determine the number of classroom observations beyond the minimal observation requirement based on their professional judgement. If a teacher requests additional observations, it is up to the evaluator to approve or deny these additional requests. A different EO may conduct any additional evaluations, if possible; as long as s/he conducts the whole observation cycle.

While a minimum of one observation is required for Standard Evaluations and two for Enhanced Evaluations, educators are encouraged to engage in more observations to provide feedback, improve practice, and determine an accurate picture of what is truly happening in the classroom.

Indicators for Classroom Teacher Observations

There are 11 observable components within Domain 2 (Classroom Environment) and Domain 3 (Instruction) of the Framework for Teaching. HIDOE focuses on the following five observable components for classroom observations:

- ➢ 2b. Establishing a Culture for Learning
- ➢ 2d. Managing Student Behavior
- ➢ 3b. Using Questioning and Discussion Techniques
- ➢ 3c. Engaging Students in Learning
- ➢ 3d. Using Assessment in Instruction

Non-Classroom Teacher Observations

With administrator approval, NCTs can participate in observation cycles instead of the WP. The NCT and evaluator should work collaboratively when identifying the five most appropriate components for observations from the *Hawaii Adapted Framework for Teaching* rubrics that pertain to Instructional Specialists, School Counselors, Library/Media, Classroom Teacher, etc. The five selected components must come from the observable Domains of the Framework,

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Domain 2, and Domain 3. If a NCT is on an Enhanced Evaluation track, two formal observations are required.

## *Process and Requirements for Observations*

Best Practice Classroom Observation Process		
Setting up an Observation Cycle	The goal is to work together to establish mutually agreed upon conference dates and times, format of the pre-conference and necessary information that will be provided for the entire observation cycle; dates must be documented in PDE[3]	
	Teacher	**Evaluator**
	● *(The pre-conference questions or their alternate are optional, unless the administrator requires this as a matter of practice at the school)* ● Address the pre-conference questions or submit relevant lesson materials to provide context for the upcoming lesson ● Use an alternate set of questions or format with administrator approval	● May select the most appropriate date and time, if the teacher and administrator cannot agree upon a date and time ● Provide a minimum of a 24-hour notice to the teacher
Pre-Observation Conference	The purpose of the pre-observation conference is for the teacher to share lesson objectives and activities along with helpful information that provides context for the observation; pre-observation conference may occur through email, WebEx, PDE[3], and/or other electronic formats; in situations where the teacher and administrator do not agree on the format, the pre-observation conference will default to face-to-face	
	Teacher	**Evaluator**
	● Share lesson objectives and activities along with helpful information that will assist the observer, such as student characteristics ● Ask observer to collect specific data, if desired (e.g., "Can you track how many times I call on the boys compared to the girls in my class?")	● Review the pre-conference materials submitted by the teacher in order to better understand the goals of the upcoming lesson ● Ask questions rooted in the rubric and discuss what will be used as evidence of learning
Classroom Observation	The purpose of the observation is to provide clear, timely, and useful feedback that supports teachers' professional learning; the observation should last as long as it takes to observe the discussed lesson; after the observation, the teacher and observer should match evidence with components and analyze how the evidence aligns with the rubric	
	Teacher	**Evaluator**
	● Carry out the lesson discussed ● Collect additional artifacts, such as student work samples, to bring to the post-observation conference	● Collect objective evidence noting both student and teacher actions ● Speak with students during the lesson to gather additional evidence about their learning or typical classroom practice
Post Observation Conference	The purpose of the post-observation conference is to engage teachers and administrators in professional conversations that promote quality teaching and learning; post-observation conferences shall be scheduled for face-to-face interactions; administrators must provide a copy of the evidence/observation notes to the teacher at least one day prior to the post-observation conference	
	Teacher	**Evaluator**
	● Participate in collaborative analysis about how evidence corresponds to component rubrics ● Submit additional artifacts to the administrator as evidence if a specific component from the lesson was not observable during the scheduled observation ● *(The observation reflection questions or their alternate are optional, unless the administrator requires this as a matter of practice at the school)*	● Facilitate an evidence-based discussion rooted in aligning evidence to the Hawaii Adapted Framework for Teaching ● Discuss areas of strength and weakness and performance level demonstrated for each component ● Record main points of collaborative analysis in PDE[3] and select the most appropriate performance rating

Concluding Observation Cycle	Observation concludes with the teacher's reflection and the administrator finalizing the documentation	
	Teacher	**Evaluator**
	● Log in to PDE[3] and complete the Teacher Post-Observation Conference Summary form ● Use form to reflect on the observation, the post-observation conference, identify strengths and weaknesses, and next steps ● Document any concerns or additional information	● Review the Teacher Post-Observation Conference Summary form upon completion by the teacher ● Add additional comments as needed ● Finalize the observation cycle in PDE[3] after the teacher has had a reasonable amount of time to reflect on the observation and feedback

A notice of at least 24 hours must be provided to the teacher prior to conducting an observation. If a cancellation is necessary, teacher and evaluator should give as much notice to one another as possible. A new cycle will be necessary if the rescheduled observation covers a new lesson.

Rating Calculation for Observations

During a post-observation conference for each observation cycle, the observer assigns a final performance level rating by using rubrics for each of the applicable Framework for Teaching components. An Unsatisfactory rating in the observation component as a whole shall require an additional observation. This additional observation need not be done by a different EO, but it is permissible. After all observation cycles are completed, the individual component ratings (five from each observation) will be averaged and quantified using the performance level scoring scale. The final observation rating will be a number from zero to four that is produced by averaging the scores from all of the component level ratings.

Unsatisfactory 0	Basic 2	Proficient 3	Distinguished 4
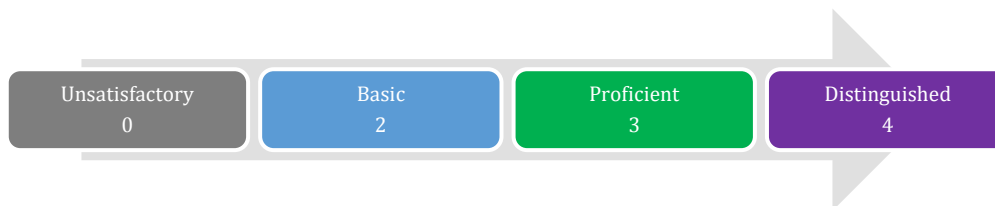
Additional Resources for Observations

Login to the HIDOE intranet EES website's Classroom Observations link:
https://intranet.hawaiipublicschools.org/sixstrategies/EESCO for the following resources:
  ➢ Hawaii Adapted Framework for Teaching Rubrics with Indicators
  ➢ Framework for Teaching Smart Card
  ➢ Sample Conference Questions
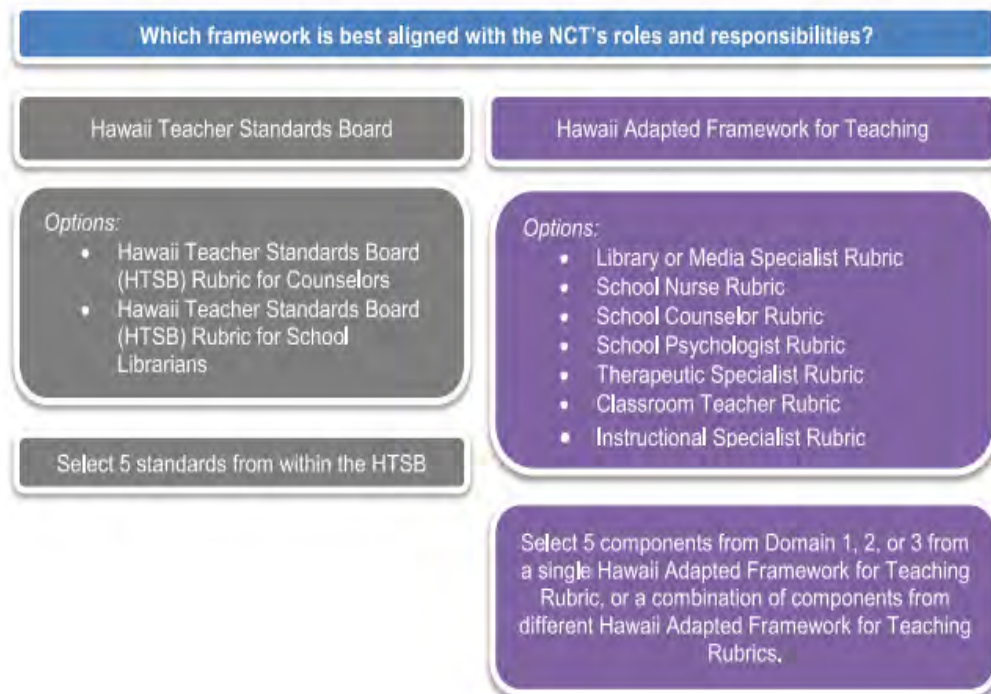 ➢ Observation Process Videos

Working Portfolio

NCTs, in collaboration with their evaluator, will have the option to complete a WP in place of being observed. WPs provide a method of documenting a teacher's practice by collecting and presenting quality evidence of meeting performance standards articulated by the *Hawaii Adapted Framework for Teaching* or the Hawaii Teacher Standards Board's (HTSB) Performance Standards for School Librarians and School Counselors. The collection of evidence is the responsibility of the NCT. The evaluator may participate in collecting evidence. The evidence may be compiled in physical or electronic formats as determined through collaboration between the teacher and the evaluator. If there is no agreement, the evaluator will determine the format. The evaluator and NCT may choose to supplement the WP with observation data of the NCT.

Indicators for Working Portfolios

NCTs should work with their evaluators to select either the *Hawaii Adapted Framework for Teaching* or the HTSB-approved Professional Standards for School Librarians and School Counselors. When using the *Hawaii Adapted Framework for Teaching*, the NCT and evaluator may compile a combination of components from Domains 1, 2, or 3 from different rubrics if necessary to best reflect the NCT's primary job responsibilities. It is not appropriate to combine some components from the *Hawaii Adapted Framework for Teaching* and some standards from the HTSB because the two frameworks employ different organizational structures. If the NCT and the evaluator cannot agree, the evaluator will select the most appropriate rubric and components.

Chart for Selecting Working Portfolio Components

Which framework is best aligned with the NCT's roles and responsibilities?

Hawaii Teacher Standards Board	Hawaii Adapted Framework for Teaching
Options: • Hawaii Teacher Standards Board (HTSB) Rubric for Counselors • Hawaii Teacher Standards Board (HTSB) Rubric for School Librarians	**Options:** • Library or Media Specialist Rubric • School Nurse Rubric • School Counselor Rubric • School Psychologist Rubric • Therapeutic Specialist Rubric • Classroom Teacher Rubric • Instructional Specialist Rubric
Select 5 standards from within the HTSB	Select 5 components from Domain 1, 2, or 3 from a single Hawaii Adapted Framework for Teaching Rubric, or a combination of components from different Hawaii Adapted Framework for Teaching Rubrics.

Process and Requirements for Working Portfolios

	Sample Working Portfolio Process	
Beginning Conference Complete by the end of the first quarter (if NCT assumes position after first quarter, conduct Beginning Conference as soon as possible)	The purpose of the Beginning Conference is to select and approve the five components in a collaborative process between the evaluator and NCT, confirm that the rubric and components meet the Framework and Component Selection Criteria, and discuss and set clear expectations for what types and sources of evidence will be considered high quality and in alignment with the Evidence Selection Criteria	
	Teacher	Evaluator
	• In preparation for the Beginning Conference, download the appropriate WP rubric from the HIDOE intranet site (see Additional Resources), complete the Beginning Conference questions, *(Completing the Beginning Conference questions is optional unless the administrator requires this as a practice at the school or office)* and identify the proposed framework, components, and sources of evidence	• In preparation for the Beginning Conference, confirm NCT roles/responsibilities and review the NCT's responses to the Beginning Conference questions *(Completing the Beginning Conference questions is optional unless the administrator requires this as a practice at the school or office)* • Document approved framework and components for evidence collection on PDE[3] • Document date of Beginning Conference in PDE[3]
Evidence Collection	The purpose of the Evidence Collection is to gather and document quality evidence connected to the components that demonstrate the typical practice of the NCT over the course of the year	
	Teacher	Evaluator
	• Implement strategies to gather multiple types of evidence for each component • Use the Evidence Submission form to document hard copy evidence	• If needed, collect supplemental evidence and share with the teacher
Mid-Year Conference (Optional)	The purpose of the optional Mid-Year Conference is to review the progress made, verify if revisions are necessary, and repeat Beginning Conference process for any revisions to the components or types of evidence collected	
	Teacher	Evaluator
	• Conference with evaluator as needed • Share evidence/justification for revisions	• Review progress and provide feedback • Document conference, ensure changes are reflected and approved in PDE[3]
Ending Conference	The purpose of the Ending Conference is to discuss the submitted evidence for the WP and discuss areas of strength, identified areas for growth, and next steps	
	Teacher	Evaluator
	• Organize and submit evidence for evaluator's review prior to the Ending Conference • If physical evidences are used, attach the Teacher Evidence Submission forms; if PDE[3] is used, submit descriptions online • Explain evidence alignment to rubric	• Schedule conference date and time with NCT and document in PDE[3] • Review the evidence collected prior to the Ending Conference • Document Evidence and Ending Conference Collaborative Analysis steps in PDE[3] as appropriate • Determine ratings for each component
Final Summary	The purpose of the Final Summary is to document reflections of the WP process within the Ending Conference Summary in PDE[3]	
	Teacher	Evaluator
	• Respond to the Ending Conference Summary prompts within PDE[3]	• Review and respond to the NCT's reflection, as necessary, in PDE[3] • Lock rating in PDE[3]

Rating Calculation for Working Portfolio

The levels of performance described by the various rubrics are: Unsatisfactory, Basic, Proficient, and Distinguished.

During the Ending Conference, the evaluator assigns a performance level rating using agreed upon rubrics for each of the applicable components incorporated into the WP. The individual component ratings are then quantified using the performance level scoring scale. The final WP rating is a number from zero to four that is produced by averaging the scores from all five-component ratings.

Unsatisfactory 0	Basic 2	Proficient 3	Distinguished 4

Additional Resources for Working Portfolios

Login to the HIDOE Intranet EES website's WP link:
https://intranet.hawaiipublicschools.org/sixstrategies/EESWP for the following resources:

➢ Frequently Asked Questions (FAQs)
➢ Hawaii Adapted Framework for Teaching Rubrics
➢ HTSB Professional Standards for School Librarians and School Counselors
➢ Help Document on Formatting an Individualized Rubric
➢ Teacher Evidence Submission Form
➢ Overview PowerPoint
➢ WP Beginning Conference Questions

Student Growth and Learning Measures

Student Learning Objective (SLO) and School or System Improvement Objective (SSIO)

Student Growth & Learning

One SLO or SSIO (50%)
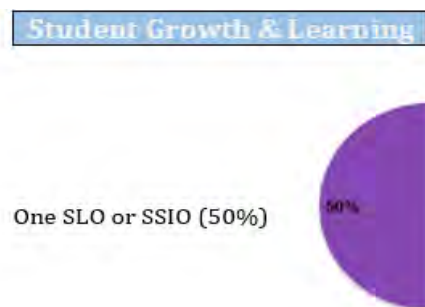
SLOs are carefully planned long-range goals that are based on standards and developed by teachers. Specific and measurable targets are set from initial student readiness evidence.

SLOs reflect the most important desired learning outcomes specific to the course or subject and grade for the semester, mid-semester, quarter (for applicable secondary teachers), or year. CTs are required to develop one complete SLO for approval and implementation during the year of their Standard or Enhanced Evaluation.

The SSIO is similar to a SLO and serves as an option for NCTs only, depending on the nature of their assignment. A NCT who works directly with students on acquiring new or improved learning should complete a SLO. A NCT who works toward school or system improvement(s) should complete a SSIO. The evaluator and teacher should collaborate to determine which is appropriate, a SLO or SSIO as it relates to the complex, school, and/or classroom needs. If an agreement cannot be reached, the evaluator will select the most appropriate focus.

The SLO/SSIO process should be integrated into existing efforts to analyze data, set goals, and implement formative instructional cycles. (e.g., if a group of teachers in the same department, course, or grade level can agree on a common SLO, or if the school develops a school-wide SLO, data team meetings can become a useful forum for analyzing progress towards the SLO and sharing teaching strategies that are successful in reaching interim targets.)

Special Considerations

Alternative Learning Settings
Teachers working with students in an alternative learning setting, either on or off campus, may consider both the SLO and SSIO as options. The teacher and evaluator should work together to determine which is more appropriate but the evaluator will select the focus if an agreement cannot be reached.

Mid-year Assignment Changes
If a teacher changes roles mid-year, the teacher and administration can work together on a new SLO/SSIO within appropriate approval deadlines.

Preschool Teachers
Teachers of preschool students should use SLOs instead of SSIOs.

Teachers in Self-Contained Classrooms
Teachers working with students with severe cognitive disabilities in a fully self-contained setting may have a small class with drastically different needs. Teachers and evaluators have the following additional options depending on the context of the class:

- Create different SLOs for each student; SLOs may integrate Individualized Education Program (IEP) goals and objectives
- Create a common learning goal such as: Students will apply knowledge and skills of verbal and nonverbal language to communicate effectively in various situations, one-to-one, in groups, and for a variety of purposes; the Expected Target(s) will vary for each student

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Educator Effectiveness System Manual for Evaluators and Participants   Page | 25

DreamHouse Ewa Beach   Attachment H - 28

The Four Components for SLOs and SSIOs

Learning Goal

SLO	A description of what a student should know and be able to do at the end of the instructional term based on the appropriate instructional standards and curriculum
SSIO	A description of what the teacher will achieve or contribute to school-wide systems and performance by the end of the instructional term based on appropriate professional standards

Assessment(s)

SLO	Standards-based, high quality measure(s) using clear criteria or rubrics to evaluate student achievement
SSIO	High quality measure(s) using clear criteria or rubrics to evaluate the degree to which the Expected Target(s) was achieved

Expected Target(s)

SLO	A target based on the student's readiness level describing anticipated outcomes for each individual student
SSIO	A target that includes the starting point and anticipated end results using the Specific, Measurable, Attainable, Relevant, and Time-bound (SMART) goal format

Instructional Strategies

SLO	A description of appropriate and evidence-based strategies that will be used to address all students' needs and are specific to the learning goal
SSIO	A description of the appropriate strategies that will lead to the Expected Target(s)

SLO/SSIO Requirement

Schools may use existing documents that support teaching and learning for the SLOs and SSIOs if the documentation addresses all four components of the SLO/SSIO. The SLO templates provided are optional. It is acceptable for schools to create their own version of the SLO template as long as it applies to the context of their system and the four components of the SLO/SSIO. Teachers and evaluators must agree on the format, rating rubric, and supporting documentation prior to the Beginning-of-Term Conference. If an agreement cannot be reached, the evaluator will determine the format and where the SLO/SSIO will be documented. Only approved SLOs/SSIOs shall be implemented, measured, and used in the evaluation. The following information highlights both processes:

Best Practice: SLO Process (optional actions are identified by an *)

Step 1: Create the SLO
Time frame: Prior to the Beginning-of-Term Conference

Teacher	Evaluator
Determine the priority curricular area for the SLO	Clarify SLO processes and expectations prior to approval deadline
Administer baseline data assessment to determine readiness levels	Assist teachers in planning for data collection, analysis, and identification of priority areas
Align assessment(s) and determine Expected Target(s) and instructional strategies based on student's needs	Set schedule for Beginning-of-Term Conference
Describe how the assessment results will be finalized and/or combined	Review SLO submissions
Submit SLO and gather supporting documents for Beginning-of-Term Conference	

Step 2: SLO Approval Process
Time frame: Beginning-of-Term Conference

Teacher	Evaluator
Share SLO and supporting documents with evaluator	Facilitate discussion using the *SLO Criteria Sheet*
Explain rationale for Expected Target(s) based on student's readiness data	Provide relevant feedback
	Establish next steps and due dates for required changes
	If SLO is approved, document the approval in PDE[3]; keep a copy of the approved SLO
	If the SLO does not meet criteria, collaborate with the teacher until an acceptable SLO is provided or the deadline for SLO approval passes

Step 3: Implementation and Progress Monitoring
Time frame: Throughout the Quarter**/Semester/School Year (term interval)

Teacher	Evaluator
Implement appropriate strategies of the approved SLO	Monitor and support teachers during the implementation phase
Monitor student learning and progress towards the learning goal	*Schedule Mid-Term Conference
Collect and organize assessment data	
*Determine if a mid-term adjustment is warranted based on: ➢ New/exited students; ➢ Extenuating circumstances that have impacted administration of assessments; or ➢ The assessment data indicates Expected Target(s) are not aligned	
*Request mid-term conference, if needed	

**If applicable at the secondary school level

*Optional Step: Mid-Term Conference

Teacher	Evaluator
*Collaborate with the evaluator to make appropriate adjustments to SLO assessment(s) and Expected Target(s)	*Collaborate with teacher to review and make appropriate adjustments to SLO assessment(s) and Expected Target(s)
*Plan to discuss the *Mid-Term Reflection* questions; make necessary adjustment and submit revised SLO for approval	If SLO revisions are approved, document the approval in PDE3; keep a copy of the revised SLO If the SLO revision does not meet criteria, collaborate with the teacher until an acceptable SLO is provided or the deadline for SLO revision passes

Step 4:   Compilation of Outcomes
Time frame: Prior to End-of-Term Conference

Teacher	Evaluator
Collect, compile, and analyze assessment data and Expected Target(s) information	Schedule End-of-Term Conference
*Prepare to discuss *SLO Results and Reflection Tool*	Review SLO evidence, reflection, and supporting documents
Submit final evidence, including: ➢ Reflection ➢ Supporting documentation	

Step 5:   End-of-Term Conference

Teacher	Evaluator
*Discuss the data using the *SLO Criteria Sheet, SLO Results and Reflection Tool,* and *Rating Rubric*	*Facilitate the discussion about the data, supporting documents, and end results based on the *SLO Results and Reflection Tool* and *Rating Rubric*
Reflect on outcomes and practice	Document the End-of-Term Conference and rating in PDE[3]

*Best Practice: SSIO Process (optional actions are identified by an *)*
Step 1:   Create the SSIO
Time frame: Prior to the Beginning-of-Term Conference

NCT	Evaluator
Determine the priority area for the school, complex, or office	Clarify SSIO processes and expectations prior to approval deadline
Collect data or provide rationale on the importance of this learning goal	Assist NCTs in planning for data collection, analysis, and identification of priority areas
Align data to learning goal and determine Expected Target(s) and strategies based on student's needs or the organization's needs, as applicable	Schedule the Beginning-of-Term Conference
Submit SSIO and gather supporting documents for Beginning-of-Term Conference	Review SSIO submission

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DreamHouse Ewa Beach   Attachment H - 32

Step 2: SSIO Approval Process
Time frame: Beginning-of-Term Conference

Teacher	Evaluator
Share SSIO components with evaluator	Facilitate discussion using the *SSIO Criteria Sheet*
Explain rationale for Expected Target(s)	Provide relevant feedback
	Establish next steps and due dates for required changes
	If SSIO is approved, document the approval in PDE[3]; keep a copy of the approved SSIO
	If the SSIO does not meet criteria, collaborate with the NCT until an acceptable SSIO is provided or the deadline for SSIO approval passes

Step 3: Implementation and Progress Monitoring
Time frame: Throughout the Quarter**/Semester/School Year (term interval)

Teacher	Evaluator
Implement appropriate strategies of the approved SSIO	Monitor and support NCT during the implementation phase
Monitor progress towards the goal	*Schedule Mid-Term Conference
Collect and organize assessment data	
*Determine if a mid-term adjustment is warranted based on extenuating circumstances; request Mid-Term Conference, if needed	

**If applicable at the secondary school level

Optional Step: Mid-Term Conference

Teacher	Evaluator
*Collaborate with the evaluator to make appropriate adjustments to SSIO assessment(s) and Expected Target	*Collaborate with teacher to review and make appropriate adjustments to SSIO assessment(s) and Expected Target
*Plan to discuss the *NCT Mid-Term Reflection* questions; make necessary adjustment and submit revised SSIO for approval	If SSIO revisions are approved, document the approval in PDE[3]; keep a copy of the revised SSIO

If the SSIO revision does not meet criteria, collaborate with the teacher until an acceptable SSIO is provided or the deadline for SSIO revision passes |

Step 4: Compilation of Outcomes
Time frame: Prior to End-of-Term Conference

Teacher	Evaluator
Collect, compile, and analyze assessment data and Expected Target information	Schedule End-of-Term Conference
*Prepare to discuss *NCT Results and Reflection Tool*	Review SSIO evidence, reflection, and supporting documents
Submit final evidence, including: ➢ Reflection ➢ Supporting documentation	

Step 5: End-of-Term Conference

Teacher	Evaluator
*Discuss the data using the *SSIO Criteria Sheet, SSIO Results and Reflection Tool,* and *Rating Rubric*	*Facilitate the discussion about the data, supporting documents, and end results based on the *SSIO Results and Reflection Tool* and *Rating Rubric*
Reflect on outcomes and practice	Document the End-of-Term Conference and rating in PDE[3]

Rating Calculation for SLOs and SSIOs

During the End-of-Term Conference, the evaluator assigns a final rating for each SLO/SSIO. An incomplete SLO/SSIO will result in a zero rating. Some possible reasons for an incomplete SLO/SSIO may include failure to revise the SLO/SSIO to meet acceptable indicators of quality, administer assessment(s), implement the SLO/SSIO, or collect appropriate documentation.

Teachers who have an incomplete SLO/SSIO due to an approved leave or a change in position during the school year which impedes their ability to complete all aspects of a SLO/SSIO will not receive a SLO/SSIO rating nor an overall final effectiveness rating.

SLO/SSIO ratings are quantified through the use of the following rubrics:

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Educator Effectiveness System Manual for Evaluators and Participants   Page | 31

DreamHouse Ewa Beach   Attachment H - 34

SLO Rating Rubrics

Rating Rubric for teachers using individual student targets			
4	**3**	**2**	**1**
90-100% of students met or exceeded Expected Target	75-89% of students met or exceeded Expected Target	60-74% of students met or exceeded Expected Target	Fewer than 60% of students met or exceeded Expected Target

Rating Rubric for teachers using a percentage goal for the class			
4	**3**	**2**	**1**
Exceeded the Expected Target	Met the Expected Target	Partially met the Expected Target	No progress

Rating for teachers using IEP or for individual student targets of a class size less than five			
4	**3**	**2**	**1**
All students met the Expected Target and some exceeded the target based on individual growth outcomes	All students met the Expected Target based on individual growth outcomes	One or more students met or exceeded the Expected Target based on individual growth outcomes	No students met the Expected Target based on individual growth outcomes

SSIO Rating Rubrics

4	**3**	**2**	**1**
Met 90-100% of Expected Target	Met 75-89% of Expected Target	Met 60-74% of Expected Target	Met less than 60% of Expected Target

The following Rating Rubric should be used for evaluating results assessed by a NCT developed rubric as opposed to a percentage based target			
4	**3**	**2**	**1**
Exceeded the target set in the rubric	Met the target set in the rubric	Did not meet the target as set in the rubric	Did not meet the target as set in the rubric due to inadequate implementation

Student Learning Objective (SLO) Criteria Sheet

<table>
<tr><td colspan="2" style="background:green">Use the criteria to determine the quality and completeness of the SLO. The SLO has met the development requirements if <u>all</u> boxes are checked.
Only an approved SLO can be implemented.</td></tr>
</table>

Learning Goal *What will students know and be able to do, based on the appropriate standards, at the end of the instructional interval?*	**Assessment(s)** *What evidence will be used to measure attainment of the Learning Goal?*
☐ The Learning Goal is aligned to standards/benchmarks and thoroughly describes what students will know, understand, and be able to do by the end of the instructional interval ☐ The Learning Goal reflects a complexity level of Depth of Knowledge (DoK) 3 or higher for grades 3 to 12, or DoK 2 or higher for grades pre-K to 2	☐ Assessment(s) align to the Learning Goal ☐ Scoring guides or rubrics provide clear criteria for differentiating student performance levels ☐ There is a clear explanation of how the assessment results will be finalized and/or combined
Expected Target(s) *What are the expected outcomes by the end of the instructional interval?*	**Instructional Strategies** *What strategies will be used to reach my goal?*
☐ There are multiple sources of initial evidence used to determine where students currently are in relationship to the Learning Goal ☐ The Expected Target(s) are specific, measurable, rigorous, and attainable	☐ The instructional strategies are appropriate, evidence-based, and specifically address the Learning Goal ☐ Instructional strategies address all learners

School or System Improvement Objective (SSIO) Criteria Sheet

<table>
<tr><td colspan="2" style="background:green">Use the criteria to determine the quality and completeness of the SSIO. The SSIO has met the development requirements if <u>all</u> boxes are checked.
Only an approved SSIO can be implemented.</td></tr>
</table>

Goal *What will be accomplished at the end of the interval based on identified needs?*	**Evidence and Success Criteria** *What evidence will be used to measure attainment of the goal?*
☐ The statement thoroughly describes what will be accomplished by the end of the interval ☐ When applicable, standards listed are clearly aligned to the goal and the full text of each specific standard is provided	☐ Explicit measures for data collection are used to monitor progress and adjust implementation strategies ☐ Scoring guides or rubrics provide clear criteria for measuring all areas of the goal
Expected Target *What are the expected outcome by the end of the interval?*	**Implementation Strategies** *What strategies will I use to reach my goal?*
☐ A starting point is established by relevant data source(s). If there is no baseline data, information is provided to explain a starting point ☐ The target is specific, measurable, attainable, relevant, and time-bound (SMART).	☐ Strategies are appropriate, evidence based, and specifically address the goal

Login to the HIDOE intranet EES website's SLO/SSIO link:
https://intranet.hawaiipublicschools.org/sixstrategies/EESSLO/Pages/Developing-SLOs.aspx
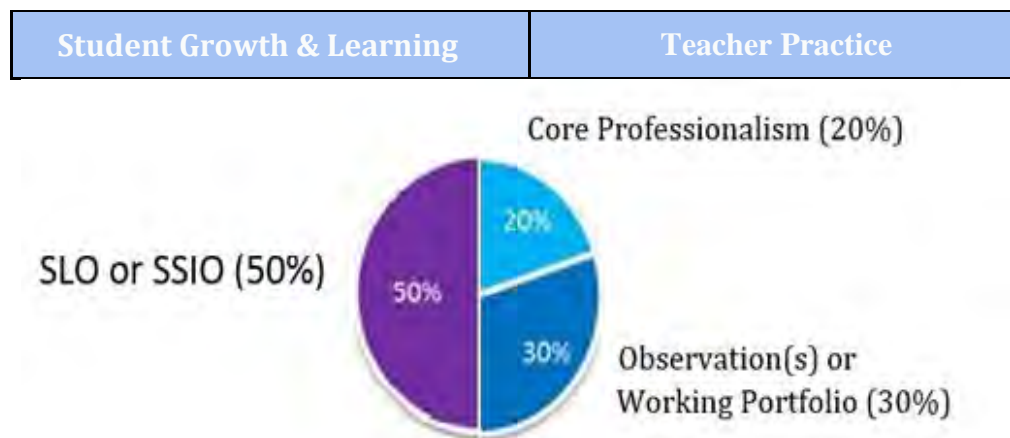for additional resources, such as:

➢ SLO and SSIO Overview including FAQs
➢ SLO and SSIO Criteria
➢ CT and NCT Training Resources
➢ CT and NCT Documents
➢ SLO Supporting Resources
➢ Acceptable Quality Sample Bank

Final Effectiveness Rating

A teacher's final effectiveness rating is based on combined ratings from the measures of Student Growth and Learning and Teacher Practice.

The Student Growth and Learning rating and Teacher Practice rating are determined by calculating a weighted average, based on weightings for each EES measure.

Student Growth & Learning	Teacher Practice

Core Professionalism (20%)

SLO or SSIO (50%)

Observation(s) or Working Portfolio (30%)

An exception to the weighted measures shall occur if a teacher earns an Unsatisfactory rating in either the Observation or CP components of teacher practice.

An overall observation rating will be determined by calculating the average of all observation scores. If the overall observation rating is Unsatisfactory, the teacher practice rating shall be Unsatisfactory. If the overall observation rating is Marginal or above, the weighted measure of teacher practice shall apply.

If a teacher earns an Unsatisfactory CP rating, the overall teacher practice rating shall be Unsatisfactory.

Once teachers have a rating for student growth and learning and teacher practice, the teacher's final effectiveness rating can then be determined using the matrix shown below.

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Student Growth and Learning

	Unsatisfactory 0-1	Marginal 2	Effective 3	Highly Effective 4	Teacher Practice
	Marginal	Effective	Effective	Highly Effective	Highly Effective 4
	Marginal	Effective	Effective	Effective	Effective 3
	Marginal	Marginal	Effective	Effective	Marginal 2
	Unsatisfactory	Marginal	Marginal	Marginal	Unsatisfactory 0-1

Within PDE[3], teachers will be able to see annual rating data, as well as historical data about their performance. No teacher shall be rated Less than Effective without proper documentation.

Impact of Final Rating on Employment Action(s)

Employment action (tenure, extension of probation, termination, non-renewal, etc.) are based on the Final Rating.

Impact of SY2016-2017 EES Final Rating on Employment Actions		
TEACHER STATUS	FINAL RATING	EMPLOYMENT ACTION(S)
● **All**	Effective/ Highly Effective	Continuation of employment
● **Tenured** ● **Probationary first Annual Rating** ● **Temporary Teaching Assignment Agreement**	Marginal	Continuation of employment
● **Probationary second Annual Rating** ● **Temporary Teaching Assignment Agreement**	Marginal SY2016-2017 with prior Effective+ rating in SY2015-2016	Extension of probation
● **Probationary second Annual Rating**	Marginal SY2016-2017 with prior Marginal rating in SY2015-2016	Non-renewal of employment
● **Tenured** ● **Non-Tenured (Probationary or TTAA)**	Unsatisfactory	Termination of employment Non-renewal of employment

Expedited Appeal Process for Tenured Teachers

An Expedited Appeal procedure for tenured teachers rated as Marginal shall be used instead of Steps 1 and 2 of the grievance procedure, Article V, for performance evaluations only. An appeal may only be made for the final effectiveness rating of Marginal. This appeals process is in place for evaluation ratings from SY2014-2015 through SY2016-2017. Expedited Appeal instructions and forms are posted in Appendix H: Teacher Evaluation Expedited Appeal Form-Instructions and Appendix I: Teacher Evaluation Expedited Appeals Form.

The forms can also be accessed by logging on to the HIDOE Intranet and accessing the OHR Forms Library at:

https://intranet.hawaiipublicschools.org/offices/ohr/OHR%20Forms/Forms/List View.aspx

- Teacher Evaluation Expedited Appeal Form-Instructions:
  https://intranet.hawaiipublicschools.org/offices/ohr/OHR%20Forms/Teacher%20 Evaluation%20Expedited%20Appeals%20Form%20-%20Instructions.pdf

- Teacher Evaluation Expedited Appeal Form:
  https://intranet.hawaiipublicschools.org/offices/ohr/OHR%20Forms/Teacher%20Evaluation %20Expedited%20Appeals%20Form.pdf

Appendix

A. Key Terms

Classroom Teacher (CT)
A BU5 employee within the Department who plans, delivers and assesses instruction for students.

Educator Effectiveness System (EES)
The evaluation system for BU5 members employed as teachers within the Department.

HIDOE Intranet (https://intranet.hawaiipublicschools.org/sixstrategies/ees)

The Intranet is an internal website for HIDOE staff. It includes a site devoted to the EES that connects users to videos, presentations, reference documents, FAQs, and other communications materials.

Individual Professional Development Plan (IPDP)
A professional development plan developed by all teachers rated as Effective or better. The plan will be developed based on a review of data including, but not limited to, results in student surveys, HGM, and practices aligned with the Framework for Teaching. In addition to supporting quality reflective professional practice and improvement, the IPDP and the conferences with the administrator about the plan can be used to validate the "carried over" rating or trigger intervention(s).

Median Growth Percentile (MGP)
An aggregate measure calculated by finding the median score for a group of SGP scores.

Non-Classroom Teacher (NCT)
A BU5 employee within the Department who does not teach any class, or is not primarily responsible for planning, delivering and assessing instruction for students.

Principal Directed Professional Development Plan (PDPDP)
A professional development plan for teachers rated Less than Effective. The PDPDP will be directed by the principal or evaluator.

Professional Development Educate, Empower, Excel (PDE³) (https://pde3.k12.hi.us)
PDE³ is a platform for transparent documentation between teachers and evaluators for the EES, as well as a platform to search for professional development opportunities.

Roster Verification (RV) (https://rostersonline.k12.hi.us)
A process to record and validate instructional relationships between students and teachers. The online tool captures data from the Electronic Student Information System (eSIS) <or Infinite Campus District Edition (ICDE), eSIS' upcoming replacement> to help schools build rosters for teachers to verify. While the same online tool is used for Tripod Student Survey and HGM,

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the two RV administrations are unique due to the type of information used by each metric. RV administrations involve:

a) school teams and administrators preparing the system,
b) classroom teachers verifying student roster data, and
c) school administrators approving the data at two points in a school year.

All CTs in grades 3-12 who are responsible for delivering instruction and assigning or collaborating in the assignment of grades or monitoring student progress will verify rosters during the designated Tripod Student Survey RV window. Only teachers who are responsible for both providing and assessing direct instruction for math and ELA in grades 4-8 will verify rosters for SGP attribution purposes.

School or System Improvement Objective (SSIO)

SSIOs provide the opportunity for non-classroom teachers to set targets for school or system improvement; plan for prioritized needs or focus area of the school, complex, or state; focus on areas of need within the scope of the individual role and responsibilities; backward plan for a successful outcome of reaching the goal; align to professional standards when applicable; and reflect on outcomes based on data.

Schoolwide ELA MGP

The median of all SGPs achieved in ELA across a school.

Smarter Balanced Assessment (SBA)

The SBA is an assessment system developed by a state-led consortium (including Hawaii) to accurately measure student progress toward college and career readiness. SBA replaced the Hawaii State Assessment in the 2014-2015 school year.

Strive HI Performance System

Hawaii's school accountability and improvement system that was approved by the U.S. Department of Education in May 2013.

Student Growth Percentile (SGP)

A rank from 1 to 99 relative to students with similar achievement histories.

Student Learning Objective (SLO)

SLOs provide the opportunity for teachers to set an academic goal for specific students; plan for the most important learning of the year (or semester); determine specific and measurable learning targets based on initial evidence of student readiness levels; align goals to Common Core, state, or national standards, as well as any other school or complex priorities; use data to monitor student learning, differentiate instruction based on student needs; and compile, organize, rate, and reflect on outcomes.

Teacher ELA MGP

The median, or middle value, summarizing the growth performance of students linked to an individual teacher instructing grades 4-8 ELA classes.

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Educator Effectiveness System Manual for Evaluators and Participants   Page | 38

DreamHouse Ewa Beach   Attachment H - 41

Teacher Math MGP
The median, or middle value, summarizing the growth performance of students linked to an individual teacher instructing grades 4-8 math classes.

Teacher Median Growth Percentile (MGP)
The MGP summarizing the complete set of student growth scores, both ELA and math, linked to an individual teacher.

Tripod Student Survey
Surveys administered to students and treated as formal assessments capturing students' perceptions of their classroom experiences. Teachers are provided with feedback about how to improve their teaching practice.

B. Recommended Resources

Complex Area Support Team
Each complex area will have at least one lead educator who will serve as the EES facilitator and trainer. A list of these contacts is available on the HIDOE Intranet EES website.
https://intranet.hawaiipublicschools.org/sixstrategies/ees/Lists/Key%20Contacts

EES Help Desk
The EES Help Desk will provide callers with knowledge, awareness, and understanding of the EES components. In addition, the Help Desk documents caller feedback to improve overall EES training and implementation planning.

- ❖ Phone Number: 808-586-4072
- ❖ Hours of Operation: 7:30 A.M. - 3:30 P.M.
- ❖ Days: Monday-Friday, except state and federal holidays and the winter break period

Hawaii Adapted Framework for Teaching
Enhancing Professional Practice: A Framework for Teaching
This is the foundational book for the Framework for Teaching. It includes the complete description of all components and elements, with levels of performance written at the element level. There are also frameworks for non-classroom specialist positions, such as school librarians, nurses, psychologists, etc. The research foundation is included as an appendix.

Hawaii Adapted Framework for Teaching
This rubric combines the element level rubrics for each component along with the component level rubrics from the 2013 Framework for Teaching Evaluation Instrument. Instead of displaying the entire rubric, this has been adapted to only display the focus components of Hawaii's EES.

Implementing the Framework for Teaching in Enhancing Professional Practice: An ASCD Action Tool
Charlotte Danielson and six members of the Danielson Group collaborated to create this book. It contains specific examples for each component and element of the Framework for Teaching, for proficient and distinguished levels of performance.

Talk About Teaching! Leading Professional Conversations
A book written by Charlotte Danielson to help school leaders understand the value of reflective, informal, professional conversations in promoting a positive environment of inquiry, support, and teacher development. Organized around the "big ideas" of successful teaching and ongoing teacher learning, it explores the unique interaction of power structures in schools.

You Don't Have to be Bad to Get Better
A senior Danielson Group member's book about the attributes of strong instructional leaders. The author explores how leaders are able to develop, support, and sustain quality teaching in any school environment. School leaders will develop strategies for transitioning from a culture of fear and criticism to a culture of learning.

c. Stakeholder Input Groups & Survey

Since EES' inception, many educators and community leaders have given input to help design the EES and to make the EES stronger each year of implementation. Some of the important stakeholder groups who have influenced this work are:

Teacher Leader Workgroup: Since 2010, the Teacher Leader Workgroup (TLW) has met regularly to inform the EES design and implementation. In SY2015-2016, each complex area and the HSTA were invited to send one CT and one NCT to this workgroup. In addition, the Office of Curriculum, Instruction and Student Support and the Office of Human Resources were invited to send one NCT each to this forum. The TLW met in subgroups of CT and NCT teachers during the second semester and provided recommendations to the Deputy Superintendent and the Joint Committee.

HSTA-HIDOE Joint Committee: The HSTA-HIDOE Joint Committee of four HSTA and four Department members provide formal recommendations to the Superintendent.

Technical Advisory Group: The EES Technical Advisory Group (TAG) is comprised of national, regional, and local experts who provide recommendations to the HSTA-HIDOE Joint Committee to ensure EES fairly assesses the effectiveness of educators. Based on a review of existing Department policies and practices, data, and other state and complex area policies and practices, the TAG provided recommendations to the Joint Committee on EES design modifications through SY2015-2016.

HSTA-HIDOE Joint Survey: In addition, the Department received feedback via the HSTA-HIDOE Joint Survey of teachers, the 48 principals who participated in the EES Principal Working Group, and the Hawaii Government Employees Association's elected Board of Directors for Unit 6.

Hawaii's Educators: Informally, the Department received significant feedback through the complex areas. The Department bolstered Complex Area Superintendents' (CAS) capacity to support schools and obtain feedback with the investment of a dedicated EES EO or another EO per complex area who provided targeted support for EES-related matters on behalf of the CAS.

CASs, along with EES EOs, provided many opportunities for information, training, and feedback. These opportunities included monthly principals' meetings, dedicated trainings, and complex area surveys.

D. 2016-2017 Tripod Student Survey Calendar

Track	OITS Data Snapshot	SBT School Set Up	OITS Soft Delete	Teachers Teacher RV	Administrators Review & Approve	State Data Quality Check	State Send Data to Vendor	Schools Survey Window	OHR/TNL/ SVS Report/ Scores
Yellow	8/5/2016	8/10-16/2016	8/16/2016	8/29-9/2/2016	9/6/2016	9/19-23/2016	9/23/2016	11/14-29/2016	2/24/2017
Blue	8/5/2016	8/10-16/2016	8/16/2016	9/9-15/2016	9/16/2016	9/19-23/2016	9/23/2016	12/2-14/2016	2/24/2017
Regular	8/30/2016	9/1-8/2016	9/8/2016	9/9-15/2016	9/16/2016	9/19-23/2016	9/23/2016	11/14-29/2016	2/24/2017
Red	8/30/2016	9/1-8/2016	9/8/2016	9/9-15/2016	9/16/2016	9/19-23/2016	9/23/2016	11/14-29/2016	2/24/2017
Green	8/30/2016	9/1-8/2016	9/8/2016	9/9-15/2016	9/16/2016	9/19-23/2016	9/23/2016	11/14-29/2016	2/24/2017

E. 2016-2017 SGP Calendar

	OITS Data Snapshot	SBT School Setup	OITS Soft Delete	Teachers Teacher Roster Verification	School Administrators Review and Approve	State Office Data Quality Check	State Office Send Data to Vendor	Schools Survey Window	Schools Results
Single, Yellow, and Blue Tracks	3/7	3/15 - 3/31	n/a	4/4 - 4/24	4/26 - 5/8	5/9 - 5/15	6/9	n/a	2017 Fall Semester
Red Track	3/7	3/15 - 3/31	n/a	4/4 - 4/24	5/22 - 6/2	6/5 - 6/9	6/9	n/a	2017 Fall Semester
Green Track	3/7	3/15 - 3/23	n/a	5/1 - 5/18	5/22 - 6/2	6/5 - 6/9	6/9	n/a	2017 Fall Semester

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F. **Multi-Track Schools Implementation Timelines**

Deadline	Component	Track	July
7/7 (or prior to the first day of instruction)	**Training**	**All**	EES Orientation SY2016-17 Training for all teachers during Administrative Day

Deadline	Component	Track	August
8/11	**SLO/SSIO**	**Blue, Yellow**	Evaluators approve first semester SLO/SSIO in PDE[3] *(Secondary teachers who only teach quarter-long classes must collaborate with their evaluators to determine the following deadlines: Approval, mid-term, data collection, and end-of-term rating)*
8/12 (or prior to starting EES evaluation)	**Training**	**Blue, Yellow**	Overview Trainings for teachers new to the EES
8/18	**PDPDP**	**Yellow**	Evaluator-led PDPDPs developed and approved for teachers with Less than Effective rating in the prior school year
8/29 - 9/2	**Tripod Student Survey RV**	**Yellow**	Teachers in Grades 3-12 verify roster for Tripod Student Survey administration (see details in Appendix D: 2016-17 Tripod Student Survey Calendar)

Deadline	Component	Track	September
9/1	**SLO/SSIO**	**Green, Red**	Evaluators approve first semester SLO/SSIO in PDE[3] *(Secondary teachers who only teach quarter-long classes must collaborate with their evaluators to determine the following deadlines: Approval, mid-term, data collection, and end-of-term rating)*
9/2	**Training**	**Green, Red**	Overview trainings for teachers new to the EES
9/8	**CP, WP, IPDP**	**Yellow**	Beginning Conference is completed; address CP, WP, and IPDP
	SLO/SSIO	**Yellow**	Evaluators approve year-long SLO/SSIO
9/9	**PDPDP**	**Green, Red**	Evaluator-led PDPDPs developed and approved for teachers who received a Less than Effective final effectiveness rating in the prior school year
9/9 - 9/15	**Tripod Student Survey RV**	**Blue, Green, Red**	Teachers in grades 3-12 verify roster for Tripod Student Survey administration (see details in Appendix D: 2016-2017 Tripod Student Survey Calendar)
9/12	**PDPDP**	**Blue**	Evaluator-led PDPDPs developed and approved for teachers who received a Less than Effective final effectiveness rating in the prior school year
9/28	**CP, WP, IPDP**	**Blue, Green, Red**	Beginning Conference is completed; address CP, WP, and IPDP
9/28	**SLO/SSIO**	**Blue, Green, Red**	Evaluators approve year-long SLO/SSIO

Deadline	Component	Track	October
10/20	**SLO/SSIO**	**Blue, Yellow**	Evaluators approve first semester Mid-Term SLO/SSIO

Deadline	Component	Track	November
11/10	**SLO/SSIO**	**Green, Red**	Evaluators approve first semester Mid-Term SLO/SSIO
11/14 - 11/29	**Tripod Student Survey**	**Green, Red, Yellow**	Tripod Student Survey Window
11/30	**SLO/SSIO**	**Yellow**	Teachers close implementation of first semester SLO/SSIO

Deadline	Component	Track	December
12/2 - 12/14	**Tripod Student Survey**	**Blue**	Tripod Student Survey Window
12/20	**SLO/SSIO**	**Green, Blue, Red**	Teachers close implementation of first semester SLO/SSIO

Deadline	Component	Track	January
1/23	**Observation, SLO/SSIO**	**Blue, Red, Yellow**	Evaluators finalize first semester observation ratings and first semester SLO/SSIO End-of-Term rating in PDE[3], and approve Mid-Term year-long SLO/SSIO. *(Secondary teachers who only teach quarter-long classes must collaborate with their evaluators to determine the following deadlines: Approval, mid-term, data collection, and end-of-term rating)*
1/31	**Observations**	**Green**	Evaluators finalize first semester observation ratings in PDE[3] *(Secondary teachers who only teach quarter-long classes must collaborate with their evaluators to determine the following deadlines: Approval, mid-term, data collection, and end-of-term rating)*

Deadline	Component	Track	February
2/10	**EES Track**	**Blue, Yellow**	Evaluator deadline for moving a teacher from Streamlined to Standard Evaluation
2/10	**SLO/SSIO**	**Green**	Evaluators finalize first semester SLO/SSIO End-of-Term rating in PDE[3] and approve Mid-Term year-long SLO/SSIO
2/14	**SLO/SSIO**	**Blue, Yellow**	Evaluators approve second semester SLO/SSIO
2/24	**Tripod Student Survey**	**All**	Teachers receive results for Tripod Student Survey, review the results, reflect on the results, and select actions for improvement
2/28	**EES Track**	**Red (Holomua only)**	Evaluator deadline for moving a teacher from Streamlined to Standard Evaluation

Deadline	Component	Track	March
3/1	**EES Track**	**Red (Kapolei Middle & Mililani Middle only)**	Evaluator deadline for moving a teacher from Streamlined to Standard Evaluation
3/3	**EES Track**	**Green**	Evaluator deadline for moving a teacher from Streamlined to Standard Evaluation
3/6	**SLO/SSIO**	**Green, Red**	Evaluators approve second semester SLO/SSIO

Deadline	Component	Track	April
4/4 - 4/24	**SGP RV**	**Blue, Red, Yellow**	Teachers in grades 4-8 ELA and math complete RV for the HGM; see more details in Appendix E: 2016-2017 SGP Calendar
4/13	**SLO/SSIO**	**Red**	Teachers close implementation of second semester SLO/SSIO
4/18	**SLO/SSIO**	**Blue, Yellow**	Teachers close implementation of second semester SLO/SSIO

Deadline	Component	Track	May
5/1 - 5/8	**SGP RV**	**Green**	Teachers in Grades 4-8 ELA and math complete RV for HGM; see more details in Appendix E: 2016-2017 SGP Calendar
5/5	**Observations, WP, SLO/SSIO**	**Yellow**	Second semester observations completed; teachers close implementation for WP, CP, second semester/year-long SLO/SSIO
	SLO/SSIO	**Green**	Evaluators Mid-Term approval of second semester SLO (Optional, if teacher requested)
	IPDP, PDPDP, MGP, Tripod Student Survey	**Yellow**	Teachers submit end-of-year reflection for IPDP, PDPDP, MGP (as applicable)

5/16	SLO/SSIO	Blue	Teachers close implementation of second semester and year-long SLO/SSIO
5/16	Observations, WP, CP, SLO/SSIO	Blue	Second semester observations completed; teachers close implementation for WP, CP, and second semester or year-long SLO/SSIO
5/16	IPDP, PDPDP, MGP, Tripod Student Survey	Blue	Teachers submit end-of-year reflection for IPDP, PDPDP, MGP, and Tripod Student Survey (as applicable)
5/19	Finalize ratings for all components	Yellow	Evaluators finalize and lock all relevant components in PDE[3], including SLO/SSIO second semester/year-long ratings, Observation ratings, WP ratings, CP ratings, and final EES ratings; all teachers and administrators should esign and date the Summary tab in PDE[3] to acknowledge the Final Effectiveness Rating for SY2016-2017 **The principal must notify teachers who will receive a final effectiveness rating of Marginal or Unsatisfactory by 5/19 (for yellow track only)**

Deadline	Component	Track	June
6/2	Observations, WP, CP, SLO/SSIO	Green, Red	Second Semester observations completed; teachers close implementation for WP, CP, and second semester or year-long SLO/SSIO
6/2	IPDP, PDPDP, MGP, Tripod Student Survey	Green, Red	Teachers submit end-of-year reflection for IPDP, PDPDP, MGP, and Tripod Student Survey (as applicable)
6/2 - 6/16	Observations, WP, SLO/SSIO, CP, IPDP, PDPDP	Green, Red	Complete all ending conferences within this two week period; especially for teachers rated Less than Effective
6/7 - 6/16	Observations, WP, SLO/SSIO, CP, IPDP, PDPDP	Blue	Complete all ending conferences within these dates; especially for teachers rated Less than Effective
6/16	Finalize Ratings for All Components	Blue, Green, Red	Evaluators finalize and lock all relevant components in PDE[3], including SLO/SSIO End-of-Term ratings, Observation ratings, WP ratings, CP ratings, and final EES ratings; all teachers and administrators should esign and date the Summary tab in PDE[3] to acknowledge the final effectiveness rating for SY2016-2017 **The principal must notify teachers who will receive a final effectiveness rating of Less than Effective by 6/16 (Blue, Green, and Red tracks only)**

G. Comprehensive Evaluation Tracks for 2016-2017

Enhanced Track	Classroom Teachers
CP	Document Domain 4 evidence, verify roster for administration of the Tripod Student Survey and HGM Teacher MGP scored grades and content, and include reflection on results of the latter two; the Teacher MGP and School-wide MGP scores will be from SY2015-2016
Classroom Observations	Complete two or more formal, full cycle observations (ideally, one in each semester)
SLO	Complete one SLO
PDPDP or IPDP	CTs with Less than Effective rating in SY2015-2016 will complete a PDPDP Non-Tenured teachers with Effective/Highly Effective and newly hired Non-Tenured teachers will complete an IPDP
Final Rating	CT will receive a new rating

Enhanced Track	Non-Classroom Teachers
CP	Document Domain 4 evidence; school level NCTs will receive the School-wide ELA MGP score from SY2015-2016 to reflect upon
WP or Classroom Observations	Complete a WP using components from the Framework for Teacher or other approved HTSB standards or elect to do observations instead If selecting observations in lieu of a WP, two or more formal, full cycle observations (ideally, one in each semester) are required
SLO or SSIO	Complete one SLO or SSIO
IPDP or PDPDP	Non-Tenured teachers with Effective/Highly Effective and newly hired Non-Tenured teachers will complete an IPDP NCTs with Less than Effective rating in SY2015-2016 will complete a PDPDP
Final Rating	NCT will receive a new rating

Standard Track	Classroom Teachers
CP	Document Domain 4 evidence; school level CTs will verify roster for SY2016-2017 administration of the Tripod Student Survey and HGM Teacher MGP scored grades and content, and include reflection on results; for the HGM, the reflection will be based on MGP results from SY2015-2016
Classroom Observation(s)	Complete at least one formal, full cycle observations
SLO	Complete one SLO
IPDP	Complete an IPDP
Final Rating	CT will receive a new rating

Standard Track	Non-Classroom Teachers
CP	Document Domain 4 evidence; school level NCTs will receive the School-wide ELA MGP score from SY2015-2016 to reflect upon
WP or Classroom Observations	Complete a WP using components from the Framework for Teacher or other approved HTSB standards or elect to do observations instead If selecting observations in lieu of a WP, at least one more formal, full cycle observation is required
SLO or SSIO	Complete one SLO or SSIO
IPDP	Complete an IPDP
Final Rating	NCT will receive a new rating

Streamlined Track*	Classroom Teachers
CP	School level CTs will verify roster for SY2016-2017 administration of the Tripod Student Survey HGM Teacher MGP scored grades and content, and include reflection on the results; for the HGM, the reflection will be based on MGP results from SY2015-2016
Classroom Observation(s)	Not required, but CT is expected to continue setting up learning objectives, engage in the data team process, implement best practices and participate in walkthroughs, which are all part of the school improvement process
SLO	Not required, but CT is expected to continue setting up learning objectives, engage in the data team process, implement best practices and participate in walkthroughs, which are all part of the school improvement process
IPDP	Complete an IPDP
Final Rating	Final Rating will be carried over from SY2015-2016

Streamlined Track*	Non-Classroom Teachers
CP	Reflect on school-wide data Tripod Student Survey results and SY2015-2016 school-wide ELA MGP score
WP Or Classroom Observations	Not required, but NCT is expected to continue setting up learning objectives, engage in the data team process, implement best practices and participate in walkthroughs, which are all part of the school improvement process
SLO or SSIO	Not required, but NCT is expected to continue setting up learning objectives, engage in the data team process, implement best practices and participate in walkthroughs, which are all part of the school improvement process
IPDP	Complete an IPDP
Final Rating	Final Rating will be carried over from SY2015-2016

*If a teacher on Streamlined track demonstrates documented deficiencies in SY2016-2017, the administrator may place them on a Standard Evaluation track no later than 2/10/2017 for single, blue, and yellow tracks, 2/28/2017 for red track at Holomua Elementary only; 3/1/2017 for red track at Kapolei Middle and Mililani Middle only, or 3/3/2017 for green track only.

H. EES Summary of Conference Form

https://intranet.hawaiipublicschools.org/offices/ohr/OHR%20Forms/EES%20Summary%20of%20Conference%20Form.pdf

**EDUCATOR EFFECTIVENESS SYSTEM (EES)
SUMMARY OF CONFERENCE**

DATE: _____
MM/DD/YYYY

TO: Teacher Name: _____
Last   First   M.I.

Teacher School/Office: _____

FROM: Evaluator Name: _____
Last   First   M.I.

Evaluator Position: _____
Evaluator School/Office: _____
Evaluator Signature: _____

SUBJECT   Summary of Conference Held on _____
MM/DD/YYYY

Re: _____
(Subject matter and Duty(ies) Discussed)

CONFERENCE PARTICIPANTS: _____

The following is my understanding of what we discussed on _____ at _____.
(date of conference)   (time of day)

Part I: State the specific EES measure(s), data point(s), and indicators; subject matter, deficiency(ies) discussed, and concerns of both parties; as applicable.

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(Page 1 of 2)

Part II: If applicable, state directive(s) or suggestions given, follow-up activities, expectations, etc.

Part III: If applicable, state failure to comply with the items in Part II above, may result in a less than proficient/effective component
rating of the component(s) identified in Part I and/or disciplinary action.

If there are any corrections, additions, or deletions to the above, please do so in writing. You may also attach any additional comments,
if you wish. Please affix your signature below and return the document with any corrections, additions/deletions and/or comments by
_____. The copy is for your own files.
  (date reasonably determined)

Teacher Signature: _____   Date: _____
                                                                                                                                    MM/DD/YYYY

Teacher's signature does not necessarily indicate concurrence but merely indicates knowledge and receipt of this Summary of Conference.

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DreamHouse Ewa Beach   Attachment H - 53

I. Teacher Evaluation Expedited Appeals Form- Instructions

https://intranet.hawaiipublicschools.org/offices/ohr/OHR%20Forms/Teacher%20Evaluation%20Expedited
%20Appeals%20Form%20-%20Instructions.pdf

Teacher Evaluation Expedited Appeal Process - Instructions

Pursuant to the Hawaii State Teachers Association (HSTA) collective bargaining agreement, Appendix VII- Expedited Appeals Process, beginning in school year 2014-15, the purpose is to:

1. review the case to determine if the evaluation procedures were properly applied and administered, and

2. review the case to determine if there is sufficient documentation to support the evaluation rating. The panel may consider additional evidence, as it deems appropriate.

Hawaii Department of Education (DOE) tenured teachers who are rated marginal have two bases for the appeal of their overall annual evaluation rating under the Educator Evaluation System (EES). The first basis is if a teacher believes that the correct and appropriate evaluation procedures were not properly applied and administered. The second basis is if a teacher believes that there is insufficient documentation to support the annual rating. The section below will describe the process for teachers.

Steps in the Teacher Evaluation Expedited Appeals Process

If you are a tenured DOE teacher receiving an overall marginal rating and you believe the evaluation procedures were not properly applied and administered, or that there is insufficient documentation, then you must take the following steps:

Step 1 - Complete the Teacher Evaluation Expedited Appeals Form DOE OHR 500-007 and indicate whether (a) procedures were not properly applied and administered, and/or (b) whether there was insufficient documentation to support evaluation rating.

Step 2 - Identify if "procedural violation" and/or "insufficient documentation."
For procedural violations: Document the procedural errors in detail:
- What procedure was violated? (i.e. EES Manual, page___).
- Violations committed by whom?
- When violation occurred?
- Explain any steps you took to remedy the issue or engage your administrator in resolving the issue.

For insufficient documentation: Describe in detail why the documentation is insufficient to support the marginal rating:
- What evidence/documentation is in dispute?
- Related to which measure of the EES?
- Summarize the mistake or error in rating. Describe as clearly and as briefly as possible.
- Any steps you took to remedy the issue or engage your administrator in resolving the issue.

Compile any other evidence to support your appeal (e.g., statements from colleagues, emails and/or memos to or from your administrator).

Step 3 - Submit completed Teacher Evaluation Expedited Appeals Form DOE OHR 500-007 to your respective Complex Area Superintendent (CAS) with a copy to District Certificated Personnel Regional Officer (PRO). Contact info on pages #4-5.

Form must be submitted no later than fifteen (15) calendar days after receipt of Marginal annual evaluation rating, unless extended by mutual agreement between the Department and Association. If the 15th calendar day falls on a Saturday, Sunday, or State Holiday, the form may be submitted by the next working day.

Electronic copy may be submitted via Lotus Notes by submission due date, however, a signed hard-copy must follow via mail or inter-office courier.

(Page 1 of 5)

Step 4 - The PRO will coordinate with the Complex Area EES Educational Officer (EO) or the EO who has implementation, monitoring, and support responsibility for EES.
- The EES EO will review the appeal to determine its merits.
- This includes consulting with the evaluator/administrator to determine if there is anything correctable as the local school or office to alleviate the need for an appeal.
- If the problem is fixed, the evaluator/administrator will notify the teacher and the PRO of the fix.
- The EES EO will ensure PDE² is updated and the PRO will return an annotated copy of the Expedited Appeal form to the teacher with an annotation that the appeals hearing request is cancelled since the grounds for the appeal no longer exist.
- If the reason for the appeal still exists after the review, the PRO will forward the Expedited Appeals form to OHR EES Section.

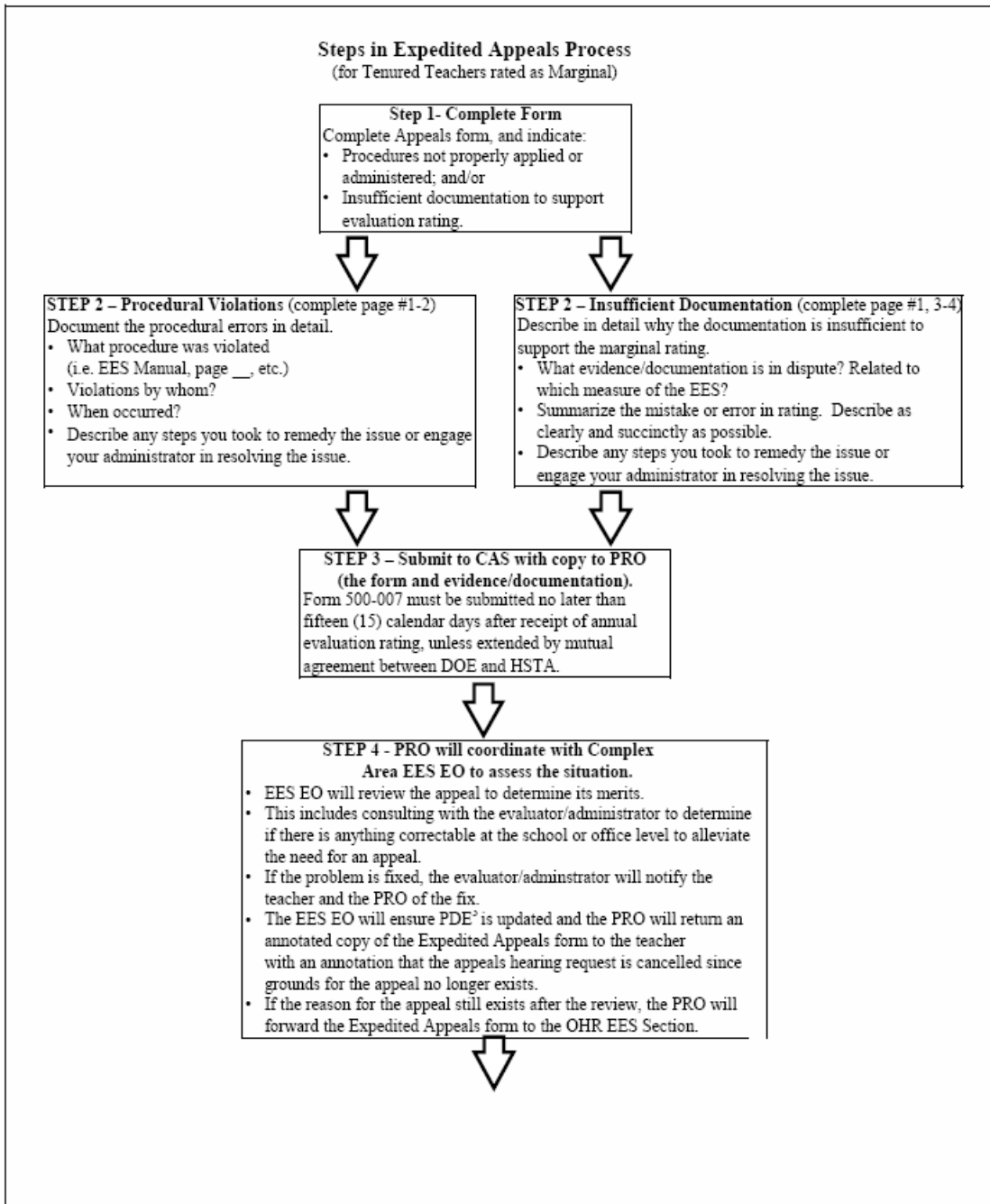**Step 5** - Appeals Panel Review Hearing.
- Teacher shall be notified of hearing date, time, and place.
- 4-member panel shall hold hearing.
- Only the Teacher and Evaluator may present their positions to the Panel (however, advanced preparation may be provided by an Association or Department representative, respectively).
- It takes three (3) panel members to reverse the rating (i.e., uphold the appeal).
- Panel shall deliberate and render a decision no later than fifteen (15) calendar days after the date of hearing. If the 15th day falls on a Saturday, Sunday, or State Holiday, the decision may be rendered on the next working day.

Step 6 - Arbitration (subject to the Association's approval).
- Should the panel not uphold the appeal, ONLY the Association (and not the individual teacher) may appeal the panel's decision to arbitration within ten (10) calendar days after receipt of the panel's decision.
- The Association or Department may not present different allegations, facts, evidence or arguments in arbitration than those presented to the panel.

These steps are outlined in the attached flow chart - Steps in Expedited Appeals Process.

(Page 2 of 5)

Steps in Expedited Appeals Process
(for Tenured Teachers rated as Marginal)

Step 1- Complete Form
Complete Appeals form, and indicate:
- Procedures not properly applied or administered; and/or
- Insufficient documentation to support evaluation rating.

STEP 2 – Procedural Violations (complete page #1-2)
Document the procedural errors in detail.
- What procedure was violated
  (i.e. EES Manual, page ___, etc.)
- Violations by whom?
- When occurred?
- Describe any steps you took to remedy the issue or engage your administrator in resolving the issue.

STEP 2 – Insufficient Documentation (complete page #1, 3-4)
Describe in detail why the documentation is insufficient to support the marginal rating.
- What evidence/documentation is in dispute? Related to which measure of the EES?
- Summarize the mistake or error in rating. Describe as clearly and succinctly as possible.
- Describe any steps you took to remedy the issue or engage your administrator in resolving the issue.

STEP 3 – Submit to CAS with copy to PRO
(the form and evidence/documentation).
Form 500-007 must be submitted no later than fifteen (15) calendar days after receipt of annual evaluation rating, unless extended by mutual agreement between DOE and HSTA.

STEP 4 - PRO will coordinate with Complex
Area EES EO to assess the situation.
- EES EO will review the appeal to determine its merits.
- This includes consulting with the evaluator/administrator to determine if there is anything correctable at the school or office level to alleviate the need for an appeal.
- If the problem is fixed, the evaluator/administrator will notify the teacher and the PRO of the fix.
- The EES EO will ensure PDE³ is updated and the PRO will return an annotated copy of the Expedited Appeals form to the teacher with an annotation that the appeals hearing request is cancelled since grounds for the appeal no longer exists.
- If the reason for the appeal still exists after the review, the PRO will forward the Expedited Appeals form to the OHR EES Section.

(Page 3 of 5)

STEP 5 – Appeals Panel Review Hearing
- Teacher shall be notified of hearing date, time, and place.
- 4-member Panel shall hold hearing.
- Only the Teacher and Evaluator may present their positions (with assistance from HSTA or DOE, respectively.)
- It takes 3 panel members to uphold the appeal.
- Panel shall deliberate and render decision within fifteen (15) calendar days after hearing.

STEP 6 – Arbitration (if HSTA approves)
- Should the panel not uphold the appeal, ONLY the HSTA (not the individual teacher) may take the panel's decision to arbitration, with 10 calendar day notice given to DOE after the panel's decision.
- The parties may not present different allegations, facts, evidence or arguments in arbitration than those presented to appeal panel.

Send Form DOE OHR 500-007 to:

Honolulu District 4967 Kilauea Ave. Honolulu, HI 96816 Certificated PRO	CAS, Farrington-Kaiser-Kalani CAS, Kaimuki-McKinley-Roosevelt
Central District 1122 Mapunapuna St., Suite 200 Honolulu, HI 96819 Certificated PRO	CAS, Aiea-Moanalua-Radford CAS, Leilehua-Mililani-Waialua
Leeward District 601 Kamokila Blvd. Kapolei, HI 96707 Certificated PRO	CAS, Campbell-Kapolei CAS, Pearl City-Waipahu CAS, Nanakuli- Waianae
Windward District 46-169 Kamehameha Hwy. Kaneohe, HI 96744 Certificated PRO	CAS, Castle-Kahuku CAS, Kailua-Kalaheo
Hawaii District 75 Aupuni St., Room 203 Hilo, HI 96720 Certificated PRO	CAS Hilo-Waiakea 75 Aupuni St., Room 203 Hilo, HI 96720
	CAS, Kau-Keaau-Pahoa 16-588 Keaau-Pahoa Rd., Hale E Keaau, HI 96749
	CAS, Honokaa-Kealakehe-Kohala-Konawaena 75-140 Hualalai Rd. Kailua-Kona, HI 96740

(Page 4 of 5)

Maui District 54 High St., 4th Floor Wailuku, HI 96793 Certificated PRO	CAS, Baldwin-Kekaulike-Maui CAS, Hana-Lahainaluna-Lanai-Molokai	**DOE OHR 500-007**Ins *Last Revised: 06/30/2016* Former DOE Form(s): N/A
Kauai District 3060 Eiwa St. Lihue, HI 96766 PRO	CAS, Kapaa-Kauai-Waimea	
State Offices Send to: OHR EES Section 650 Iwilei Rd., Suite 300 Honolulu, HI 96714	Office of the Superintendent Asst. Supt., OCISS Asst. Supt., OHR Asst. Supt., OITS Asst. Supt., OSIP	

(Page 5 of 5)

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Educator Effectiveness System Manual for Evaluators and Participants   Page | 55

DreamHouse Ewa Beach   Attachment H - 58

J. Teacher Evaluation Expedited Appeals Form

https://intranet.hawaiipublicschools.org/offices/ohr/OHR%20Forms/Teacher%20Evaluation%20Expedited%20Appeals%20Form_enabled.pdf

DOE OHR 500-007
Last Revised: 06/30/2016
Former DOE Forms: N/A

TEACHER EVALUATION EXPEDITED APPEALS FORM

DEPARTMENT OF EDUCATION
Office of Human Resources
Educator Effectiveness Section
P.O. Box 2360 Honolulu, HI 96804

EMPLOYEE INFORMATION

Name: _____ Employee ID: _____

Last First M.I. (Employee ID# can be located on the front of the DOE ID Badge)

Address: _____

Phone: _____ Email: _____

School/Work Location: _____ Teacher Classification: ☐ Classroom ☐ Non-Classroom

I have received an annual overall rating of "Marginal" and I wish to appeal my rating. Pursuant to the collective bargaining agreement (CBA, Appendix VII), I have two grounds upon which I can file an appeal: 1) if the evaluation procedures were not properly applied and administered in accordance with the EES Manual, and/or 2) if there is not sufficient documentation to support the evaluation rating.

My reason for submission of appeal is (check all that apply):

☐ Evaluation procedures were not properly applied and administered (complete page #2-3):

☐ Insufficient documentation to support the evaluation rating (complete page #4):

Attached you will find documentation to support this appeal.   This documentation must include copies of your summative rating, along with:

Basis for appeal	Evaluation procedures were not properly applied and administered (page #2)	Insufficient documentation to support the evaluation rating (page #3-4)
Documentation Required	• What procedure as articulated in the EES Manual was violeted? Include the page number(s). • By whom? • When? • Describe any steps you took to remedy the issue or engage your administrator in resloving the issue.	• What evidence/documentation is in dispute? Related to which measure of the EES? • Summarize the mistake or error in rating. Describe clearly and as briefly as possible. • Describe any steps you took to remedy the issue or engage administrator in resolving the issue.

Teacher Signature: _____ Date: _____
MM/DD/YYYY

Office use only

Received by: _____ Date: _____
MM/DD/YYYY

Distribution: 1. Original - Complex Area Superintendent; 2. Copy 1 - District Personnel Regional Officer

(Page 1 of 4)

Evaluation Procedures were not properly applied and administered:

1. What procedure as articulated in the EES Manual was violated? Include the page number(s), summary of citation, and by whom/when.

Page #s of EES Manual	Procedural Violation(s) Cited	By Whom/When

2. Please note any steps you took to remedy the issue or engage your administrator in resloving the issue.

☐ Check if more pages are attached.

Distribution: 1. Original - Complex Area Superintendent; 2. Copy 1 - District Personnel Regional Officer

(Page 2 of 4)

Insufficient documentation to support the evaluation rating:

1. Which measure of the EES is in dispute and what evidence/documentation do you have? Summarize the mistake or error in rating. Describe clearly and as briefly as possible.

EES Measure in Dispute	Evidence/Documentation	Provide Summary of Mistake or Error in Rating
Classroom Observation(s)		
Core Professionalism		
Working Portfolio or Formal Observation(s) (NCTs)		

☐ Check if more pages are attached.

Distribution: 1. Original - Complex Area Superintendent; 2. Copy 1 - District Personnel Regional Officer

(Page 3 of 4)

Insufficient documentation to support the evaluation rating (continued):

Student Learning Objective or School/System Improvement Objective (NCTs)		

2. Please note any steps you took to remedy the issue or engage your administrator in resloving the issue.

☐ Check if more pages attached.

Below is a list of 49 instructional strategies, or approaches, that have been adapted with the working groups of the Washoe County School District. What follows the list is some explanation of each strategy/approach, along with related strategies/approaches where applicable.

1. Academic vocabulary and language
2. Accountable talk
3. Adapting to learning styles/multiple intelligences
4. Analysis of student work
5. Close read
6. Conferencing
7. Cooperative learning
8. Cues, questions, activating prior knowledge
9. Current events
10. Debate
11. Direct instruction
12. Discovery/Inquiry-based learning
13. Document-based questions
14. Effective questioning
15. Field experience, field trip, or field study
16. Flexible/strategic grouping
17. Formative assessment process
18. Generating and testing hypotheses
19. Graphic organizers
20. Guest speakers
21. Hands-on learning
22. Homework and practice
23. Identifying similarities and differences
24. Integration of content areas
25. Jigsaw
26. Learning centers
27. Lecture
28. Mastery learning
29. Modeling
30. Music and songs
31. Nonlinguistic representations
32. Note booking/journaling
33. Number talks
34. Peer teaching/collaboration
35. Project-based learning
36. Read-aloud
37. Reading and writing across the curriculum
38. Realia
39. Reciprocal teaching
40. Reinforcing effort and providing recognition
41. Role play/simulations/drama
42. SIOP strategies
43. Socratic seminar
44. Structured academic controversy
45. Student goal setting
46. Student self-assessment
47. Summarizing and note taking
48. Targeted feedback
49. Word wall
50. Other

Attachment H - 63

DreamHouse Ewa Beach

#	Instructional Strategy/Approach	Related Strategy/Approach
1	**Academic vocabulary and language** Academic vocabulary and language is used in academic dialogue and text and may not necessarily be encountered in conversation, though it relates to more familiar words that students use, such as *observe* rather than *watch*. Understanding academic vocabulary and language helps students to understand oral directions and classroom instructional dialogue and to comprehend texts across different content areas, including math, science, and social studies/history. Important for all learners, academic vocabulary and language must be taught explicitly, particularly to second language learners. Generally, vocabulary is categorized into three tiers: (1) Basic vocabulary or words most children will know, including high-frequency words that usually are not multiple meaning words. (2) Less familiar, yet useful vocabulary found in written text and shared between the teacher and student in conversation and referred to in the Common Core as "general academic words." Also called "rich vocabulary," these words are more precise or subtle forms of familiar words and include descriptive and multiple meaning words. Instead of walk, for example, saunter might be more descriptive. (3) The third tier of words is called "domain specific" in the Common Core and refers to words that carry specific concepts of the subject matter or processes taught in schools. Generally, they have low frequency use and are limited to specific knowledge domains (e.g., isotope, peninsula, or mitosis), which are best learned with content lessons and are common in informational texts.	a. Close reading b. SIOP strategies c. Word wall
2	**Accountable talk** Talking with others about ideas is fundamental to classroom learning. Classroom talk that promotes and sustains learning should be accountable to other learners, use accurate and appropriate knowledge, and adhere to rigor in thinking. Accountable talk responds to and further develops what others have said through relevant observations, ideas, opinions, or more information. Accountable talk draws on evidence appropriate to the content area (e.g., a proof in math, data from investigations in science, textual details in literature, primary sources in social studies) and follows the rules of reasoning.	a. Cooperative learning b. Discovery/Inquiry - based learning c. Socratic seminar
3	**Adapting to learning styles/multiple intelligences** The cognitive theory of multiple intelligences posits that students learn, remember, perform, and understand in different ways, including various intelligences, such as musical–rhythmic, visual–spatial, verbal–linguistic, logical–mathematical, bodily–kinesthetic, interpersonal, intrapersonal, and naturalistic. As a cognitive theory, learning styles/multiple intelligences is controversial but has proved useful to classroom teachers in fostering different interests, providing variety and differentiation in instruction, and developing the whole child.	a. Field experience, field trip, or field study b. Hands-on learning c. Learning centers d. Music and songs e. Role play/ simulations/ drama
4	**Analysis of student work** Analysis of student work may be (1) a feature of a lesson conducted by a teacher or (2) individual feedback provided to students from a teacher; (3) a discussion among a small group of students who are providing feedback to one another; (4) a discussion among teachers of the aspects of student work; and/or (5) a mode of formally assessing a skill, such as writing. For any of the foregoing purposes, some protocol describing the attributes and levels of quality for the particular learning task is required as the basis of an analysis. When used in formal assessment situations, anonymous student exemplars that illustrate various responses and levels of quality plus an analysis of inter-rater reliability promote consistency and validity.	a. Conferencing b. Student self-assessment
5	**Close read** Close reading refers to approaching a variety of texts of sufficient complexity through a methodical examination (often used in poetry explication) in order to uncover layers of meaning	a. Document-based questions

DreamHouse Ewa Beach

	that lead to deeper comprehension. How a text is written is as important as the content itself in understanding the author's meaning. Deriving meaning from a close reading of a text requires attention to how the text makes meaning through imagery, word choices, and sentence structure as well as how the central idea, tone, and voice are revealed through the choices of detail and language. Emphases on close reading of complex texts reflect priorities of the Common Core.	
6	**Conferencing** A one-to-one teacher conference with a student about his or her work in progress is prevalent in teaching writing and speaking, but it is also useful in other areas. The purpose of the conference--engaging in meaningful conversation about the student's work in progress--will not be realized automatically. Preparation (on the part of both the teacher and the student) before the conference, careful listening during the conference, recordkeeping, and follow-up are essential components for a successful outcome. In student-to-student conferencing, participants require guidance, a focused protocol, and accountability.	a. Analysis of student work b. Student goal setting c. Student self-assessment
7	**Cooperative learning** Students in small heterogeneous groups take roles and learn to share knowledge and tasks with one another through a variety of structures with this strategy. While different experts categorize these differently, common features of effective cooperative learning include team building, positive interdependence, group interaction, structured activity, and individual accountability.	a. Jigsaw b. Structured academic controversy
8	**Cues, questions, activating prior knowledge** With respect to Ausabel's cognitive theory that learning new knowledge and skills relies on what is already known, teachers use many strategies to help students activate their prior knowledge and eliminate irrelevant and possibly erroneous knowledge. Cues and questions are among the most frequent ways that teachers prompt students to recall and use what they have already learned. Effective questions and cues focus on what is important and benefit from a judicious use of "wait time" and higher-level questions.	a. Effective questioning
9	**Current events** Content material taken from current news and information can be used as an occasional or regular teaching strategy to add relevance to a lesson topic or content. Benefits include helping to develop reading/viewing habits, build skills in analysis/critique, and learn presentation skills. Common in social studies, connections to current events help students see relevance in any subject area.	a. Document-based questions b. Structured academic controversy
10	**Debate** Debate is a structured form of argumentations that requires participants to engage in research, develop listening and oratory skills, and think critically. Debating can be employed as an instructional strategy wherever the learning material and circumstances are open to opposing points of view. Debates may be viewed or read to contribute additional perspectives on a classroom topic.	a. Current events b. Discovery/Inquiry-based learning
11	**Direct instruction** General usage of the term "direct instruction" refers to instructional approaches that are structured, sequenced, and led by teachers and/or present academic content through teacher lecture or demonstration. Many components of direct instruction are basic to effective teaching, including identifying learning goals, organizing and sequencing lessons to strengthen understanding, modeling a process, providing descriptions and illustrations, checking for understanding, and providing feedback.	a. Lecture b. Modeling
12	**Discovery/Inquiry-based learning** Inquiry learning is based on constructivist theories of learning, where knowledge is "constructed" from experience and process. It covers a range of approaches, including: field work, case studies, investigations, individual and group projects, and research projects. It is the hallmark strategy of	a. Field experience, field trip, or field study b. Hands-on learning

DreamHouse Ewa Beach

	science, and often social science, learning. Specific learning processes that students engage in during inquiry include: developing questions, seeking evidence to answer questions, explaining evidence, and justifying or laying out an argument for the evidence. Progress and outcomes are assessed through observing students' learning develop over time through conversations, notebook entries, student questions, procedural skills, use of evidence, and other techniques.	c. Note booking/ journaling
13	**Document-based questions** A document-based question (DBQ) is an essay question or series of short-answer questions on an examination where students are asked to construct a response using one's own knowledge together with an analysis of provided documents. The documents provided can be from text but can also include primary and secondary sources, pictures, political cartoons, maps, graphs, or charts. Often, the sources are selected to provide different perspectives or views. Document-based questions were developed for the Advanced Placement History test several decades past but since have migrated to other content areas and are explicitly taught in AP classes. DBQ as a general teaching and assessment strategy has been highlighted by Common Core recommendations that students read like detectives and use text in developing their responses.	a. Close read
14	**Effective questioning** Teacher questioning and student response are common classroom learning activities. Research finds that teacher questions (and cues) are effective when they focus on what is important, require students to respond at higher levels, provide adequate wait time after a question is asked and establish an engaging introduction for the lesson. Effective questioning can also play a role in focusing students on unit learning goals or overarching themes throughout a longer period of study.	a. Cues, questions, activating prior knowledge
15	**Field experience, field trip, or field study** Often thought of as enrichment or reward activity, experiences outside the classroom enable students to extend classroom learning into real world locales, such as when visiting a natural or historical site, exploring current trades and industries on-site, or working alongside an expert in a field of study. The experience is maximized for students when the purpose is clear, including how they will report on their observations, questions, and conclusions. When feasible, research shows this type of learning to be quite powerful compared to simulations or contrived experiences mirroring the real-world in the classroom.	a. Discovery/Inquiry -based learning b. Guest speakers c. Hands-on learning d. Non-linguistic representations
16	**Flexible/strategic grouping** Informally grouping and regrouping students for a variety of purposes throughout the school day or during an instructional unit supports the learning of all students. Flexible grouping strategies are used to meet curricular goals, engage students, and respond to individual needs. Flexible grouping helps teachers overcome the disadvantages of ability grouping while still attending to individual performance issues. Both teacher-led and student-led groups will contribute to learning, but grouping decisions should respond to the dynamics inherent in each type of group. Teacher-led groups are the most common configuration—whole-class, small group, and individual instruction—and provide an efficient way of introducing material, summing-up conclusions from individual groups, meeting the common learning needs of a large or small group, and providing individual attention or instruction. Student-led groups take many forms, but share a common feature—that students control the group dynamics and have a voice in setting the agenda. Student-led groups provide opportunities for divergent thinking and encourage students to take responsibility for their own learning.	a. Formative assessment process
17	**Formative assessment process** "Formative assessment is a deliberate process used by teachers and students during instruction that provides actionable feedback that is used to adjust ongoing teaching and learning strategies to improve students' self- assessment, reflection, and attainment of curricular learning targets/goals" (Smarter Balanced Assessment Consortium, 2013). Formative assessment process	a. Direct instruction b. Flexible/strategic grouping

DreamHouse Ewa Beach

	builds students' metacognition, increases students' motivation, resulting in self-regulated, life-long learners. Some common classroom formative assessments include: summaries, quick-writes, reflections, checklists, charts, graphic organizers, visual representations, and short quizzes. In recent years, many districts and schools have implemented common formative assessments based on content standards.	
18	**Generating and testing hypotheses** At an application level, generating and testing hypotheses requires students to use knowledge to extend their understanding or generate new knowledge. It is a fundamental of science learning, problem solving, and historical investigations. The process can be deductive (starting from a general rule or law) or inductive (drawing a conclusion or generalizing from a set of data or information). Asking students to explain their hypotheses, process, and conclusions, ideally in writing, strengthens student learning and accountability.	a. Notebooking/ journaling b. Project-based learning c. Summarizing and note taking
19	**Graphic organizers** A graphic organizer is a visual and graphic display that depicts the relationships between facts, terms, and/or ideas within a learning task. Graphic organizers are also referred to as knowledge maps, concept maps, story maps, cognitive organizers, and may be introduced as advance organizers before the learning task or at other points in the learning process. Research indicates that they improve learning when there is explicit instruction, incorporating teacher modeling and independent practice with feedback.	a. Direct instruction
20	**Guest speakers** Like field trips, guest speakers extend learning beyond the classroom. The sources for guest speakers range and can include such resources as local civic and business leaders, civil servants, hobbyists, industry professionals, parents, or even former students. As with any activity, students benefit most when the purpose is clear and they know how the speaker's topic relates to what they are studying. Preparing critical questions ahead of time will ease a Q and A session for everyone.	a. Field experience, field trip, or field study
21	**Hands-on learning** Hands-on learning is an educational strategy that directly involves learners by encouraging them to do something in order to learn about it. It is learning by doing. Some subject matter like music and art are inherently hands-on; others like higher levels of mathematics are more abstract. Nonetheless, all learning can benefit from activity that stimulates different regions of the brain. For younger learners, those learning English or another language, or those with learning disabilities, thoughtful hands-on teaching strategies are their keys to learning.	a. Field experience, field trip, or field study b. Learning centers c. Music and songs d. Role play/ simulations/ drama
22	**Homework and practice** Two staples of education, homework and practice are ways of extending learning time for mastering a skill. Designing activity for classroom practice and homework should aim to help students refine and extend their learning. Research shows that the purpose of the work should be clear and when completed should be commented on. The amount of homework should be different from elementary to high school and it should be independent practice so parent involvement should be minimal. The concept of the "flipped classroom" is changing the landscape of homework and practice activity.	a. Direct instruction
23	**Identifying similarities and differences** Comparing or contrasting two or more items (e.g., poems, characters, processes, animals, artists, historical figures or events) requires students to think at the analysis level of Bloom's Taxonomy. Applicable to all content areas, teachers facilitate critical thinking by providing strategic comparisons, requiring students to justify their comparisons, and allowing for a full range of comparisons—including beyond what the teacher may have expected from students. Research points to this as a high-leverage strategy.	a. Discovery/Inquiry -based learning b. Graphic organizers c. Note booking/ journaling

DreamHouse Ewa Beach

24	**Integration of content areas** There is a strong case to be made for integrating curriculum. It strengthens skills that students encounter in one content area, but also practice in another, such as reading and writing, and it can lead to the mastery of those skills. It provides meaningful instruction for students in multiple areas of standards in a single class or learning experience. It is also a more authentic way of learning because it reflects what we experience, both professionally and personally, in the world. It can be a way to engage students when introducing them to a challenging subject. STEM education is a current example of effective content integration. Research supports the integration of content areas.	a. Project-based learning b. Reading and writing across the curriculum
25	**Jigsaw** Jigsaw is a cooperative learning strategy that enables each student of a group to specialize in one aspect of a topic or one part of a reading or other task. Students meet with members from other groups who are assigned the same aspect, and after mastering the material, return to the "home" group and teach the material to their group members. With this strategy, each student in the "home" group holds a piece of the topic's puzzle and work together to create the whole jigsaw. The strategy is often used in other instructional situations for the purpose of team building or quickly managing a large task in a short time.	a. Cooperative learning b. Peer teaching/ collaboration
26	**Lecture** A lecture may be the oldest method of teaching. Research on the impact of lectures on achievement is discouraging when compared to other methods of instruction, but they can have positive applications: presenting new content not available in textbooks, summarizing disparate points of view; focusing students on critical information. Lectures should bridge from what is known to the new content, so the organization of a lecture is important: present a reasonable amount of information, use examples and visuals strategically, summarize and connect points, check for understanding, and take advantage of technologies that allow students to learn from lecture material outside the classroom.	a. Direct instruction b. Graphic organizers c. Summarizing and note taking
27	**Learning centers** Learning centers are areas created within the classroom where students learn through a designated activity and/or play. Play is an active form of learning that involves the whole child. Even cognitive development is also enhanced by child-initiated exploration and discovery. In learning centers, students learn to make decisions, cooperate and share with others, and problem-solve. The role of the teacher is to (1) observe, listen, and ask questions; (2) demonstrate, participate, or help as needed; and (3) discuss and make connections.	a. Hands-on learning b. Role play/ simulations/ drama
28	**Mastery learning** As developed by Benjamin Bloom, mastery learning applies the principles of individualized instruction and tutoring to whole class learning. In this model, rather than waiting to the end of a unit to check on progress, teachers design ongoing checks to use during the process to provide individual feedback, diagnose learning needs/difficulties, prescribe specific remediation or enrichment strategies, and re-assess with a parallel assessment. Mastery learning is basic to many textbook programs and has engendered formative assessments as a routine of classrooms. Mastery learning honors the idea that students learn at different levels or paces. A significant body of research shows that compared to traditional classrooms, students in well-implemented mastery classrooms reach higher levels of achievement.	a. Direct instruction b. Formative assessment process
29	**Modeling** Modeling is an instructional strategy wherein the teacher or another student demonstrates a new concept or skill and students learn by observing and emulating. Modeling is an effective instructional strategy when it allows students to observe thought processes and imitate particular behaviors or steps in a process. Types and purposes of modeling can include approaches such as task and performance modeling (demonstrating a task), metacognitive modeling (thinking aloud),	a. Direct instruction b. Graphic organizers

DreamHouse Ewa Beach

	and disposition modeling (conveying one's own enthusiasm, interest, or commitment). Modeling can be used across disciplines and in all grades and ability levels.	
30	**Music and songs** Music is a powerful teaching tool that can be integrated into most learning situations. It has a direct physical, emotional, and psychological effect on students. Music and songs can create a heightened awareness, motivate students to engage more rapidly, and provide a sense of safety. Each of these factors adds considerably to the development of a powerful learning environment. In addition, music can serve as a vehicle to teach curriculum content, such as songs and music from historical eras or a song about a current event promoting a point of view. In this context, music provides a multi-sensory approach to enhance the learning and retention of academic skills. Research supports the use of music as a mnemonic device for learning and recalling information.	a. Adapting to learning styles/ multiple intelligences b. Hands-on learning
31	**Nonlinguistic representations** Information is stored in the memory in many forms, including imagery (nonlinguistic representations). Since language-based learning dominates so much classroom instruction, instructional strategies that help students create images are intended to stimulate the brain in new ways, increase understanding, and develop memory. Engaging in drawing, kinesthetic activity, physical modeling, and graphically organizing are among activities used by teachers to help students form their own mental pictures. Asking students to explain and share their images encourages meta-cognitive thinking.	a. Graphic organizers b. Hands-on learning c. Role-play/ simulations/drama d. SIOP strategies
32	**Notebooking/journaling** Notebooks and journals are a staple of writers, artists, and scientists for whom regular observations, data collection, and documentation are essential. Since learning any subject is enhanced through the discipline of writing, teachers use notebook and journal assignments in many content areas. Students who keep journals are actively engaged in their own learning and have the opportunity to clarify and reflect upon their thinking.	a. Discovery/Inquiry-based learning b. Project-based learning c. Summarizing/ note taking
33	**Number talks** Number talks are usually short, ongoing daily routines that engage students in "mental math" by grappling with interesting math problems and provide students with meaningful ongoing practice. A number talk is a powerful tool for helping students develop computational fluency because the expectation is that they will use number relationships and the structures of numbers to add, subtract, multiply and divide. Number talks should be structured as short sessions alongside (but not necessarily directly related to) the ongoing math curriculum. It is important to keep number talks short, as they are not intended to replace current curriculum or take up the majority of the time spent on mathematics.	a. Homework and practice b. Reinforcing effort and providing recognition
34	**Peer teaching/collaboration** Collaborative learning is based on the theory that knowledge is a social construct. Collaborative activities are most often based on four principles: (1) the learner or student is the primary focus of instruction; (2) interaction and "doing" are of primary importance; (3) working in groups is an important mode of learning; (4) structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer teaching/learning is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems. It enables learners to take responsibility for reviewing, organizing, and consolidating existing knowledge and material; understanding its basic structure; filling in the gaps; finding additional meanings; and reformulating knowledge into new conceptual frameworks. Learning from peers increases learning both for the students being helped as well as for those giving the help.	a. Cooperative learning b. Flexible/strategic grouping c. Project-based learning

DreamHouse Ewa Beach

35	**Project-based learning** In K-12 education, project-based learning has evolved as a method of instruction that addresses core content through rigorous, relevant, hands-on learning. Projects tend to be more open-ended than problem-based learning, giving students more choice when it comes to demonstrating what they know. Different from projects that are the culmination of a learning unit, PBL projects are the learning unit, meaning that fundamental concepts and skills are learned throughout the project. Projects are typically framed with open-ended questions (How do we reduce our school's carbon footprint?) that drive students to investigate, do research, and/or construct their own solutions. Students use technology tools much as professionals do—to communicate, collaborate, research, analyze, create, and publish their own work for authentic audiences. Instead of writing book reports, for instance, students in a literature project might produce audio reviews of books, post them on a blog, and invite responses from a partner class in another city or country.	a. Discovery/Inquiry-based learning b. Hands-on learning c. Integration of content areas d. Structured academic controversy
36	**Read-aloud** Read-aloud is an instructional format, included formally in elementary reading programs and as an instructional activity in all areas and levels of the curriculum. A primary purpose of a read-aloud is to create a community of readers in the classroom and establish a known text as a basis for related literacy activities. Reading aloud allows teachers to model important components of literacy, such as fluency, expression, and interacting with texts while exposing students to vocabulary that is just beyond their instructional level and demonstrating how reading is a source of information and enjoyment.	a. Close read b. Modeling c. Realia d. Word wall
37	**Reading and writing across the curriculum** RAWAC is not uncommon in self-contained classrooms where literacy is often well integrated into all subject matter and activity. In secondary schools, it may rely on interdepartmental agreements and a professional development program. Nonetheless, research firmly links reading and writing to learning in all content areas, and students who can read in science and history and write about it will have better understanding of content and college-ready skills.	
38	**Realia** Realia refers to real life objects used in classroom instruction in order to improve students' understanding of other cultures and real life situations. Teachers of English language learners and foreign languages employ realia to strengthen associations between words and the objects themselves. Realia are also used to connect learners with the point of a lesson by providing tactile and multidimensional connections between learned material and the object of the lesson. Primary objectives of this strategy include increasing comprehensible input, using language in context, and promoting verbal interaction and active involvement	a. Hands-on learning b. Learning centers c. Nonlinguistic representations d. SIOP strategies
39	**Reciprocal teaching** This is an instructional approach in which students become the teachers in small group reading (or other content) sessions. Teachers model, then help students learn to guide group discussions using strategies such as summarizing, question generating, clarifying, and predicting. Once students have learned the strategies, they take turns assuming the role of teacher in a dialogue about what has been read. In another version, students take the roles of predictor, summarizer, questioner, and clarifier.	a. Cooperative learning b. Jigsaw
40	**Reinforcing effort and providing recognition** Students may attribute success at a task to ability, effort, other people, or luck, but three of these four attributions may be self-defeating. Teachers can influence student beliefs about the relationship between their efforts and accomplishment by helping them track and evaluate their efforts and accomplishments. Providing recognition in the form of praise and reward is fundamental to behavioral learning theory and may be undervalued in relation to intrinsic rewards, but research indicates praise is effective when it is expressly connected to a performance standard and that it is more motivating than tangible rewards.	a. Direct instruction b. Student self-assessment

DreamHouse Ewa Beach

41	**Role play/simulations/drama** Research about the impact on learning provided by simulations and games is encouraging: (1) Games, simulations, and role-playing help students invent, experiment, and practice interpersonal skills in a relatively low-risk environment. (2) The more students use different ways of representing knowledge, the better they think about and recall learning. (3) Simulations provide opportunities to visualize, model, and role-play within a dynamic situation, thereby promoting curiosity, exploration, problem solving, and understanding. Simulations in science and math provide learners the opportunity to engage in experimental situations that would otherwise be too hazardous or cost prohibitive to conduct in the classroom (i.e., simulation of an atom smasher uses gum balls to help students envision what happens in a linear accelerator; a rollercoaster design simulator allows students to experiment with slope, angle, and speed). Students already know that technology can help them conduct operations and manipulate variables to explore reactions. In the technology field, "serious games" is a term for games that are applied to the goals of education, bringing gaming technology to fields such as education, policy development, and leadership.	a. Adapting to learning styles/multiple intelligences b. Discovery/Inquiry-based learning c. Music and songs d. Non-linguistic representations e. Realia
42	**SIOP strategies** Sheltered instruction (SI) provides access for English learners to grade-level content while they continue to improve in English language proficiency. The Sheltered Instruction Observation Protocol (SIOP®) articulates a practical model of sheltered instruction with 30 features organized into eight components. Its effectiveness as an assessment and observation protocol has been validated by research.	a. Realia
43	**Socratic seminar** Based on Plato's Dialogues, the Socratic method challenges students to think analytically and critically with the questioning and careful guidance of a teacher. The Socratic seminar is fundamental to the Great Books and Paideia programs. Students sit in a circle to discuss ideas—often moral dilemmas—posed by a reading or work of art. Ideally, teacher questions are open-ended and students are encouraged to use the text as evidence in their responses. Students do not raise hands to speak but signal through eye contact. A variation known as Socratic circles places one circle of discussants within another. The inner circle carries out a discussion while the outer circle listens in order to critique, then the circles shift roles.	
44	**Structured academic controversy** Structured academic controversy is a cooperative learning strategy developed by David and Roger Johnson in order to structure and focus to classroom discussions. Working in pairs and then coming together in four-person teams, students explore a question by reading about (or viewing) content and then presenting contrasting positions. Afterwards, they engage in discussion to reach consensus. A SAC discussion moves students beyond "either/or" thinking to more nuanced historical syntheses. The strategy typically has five basic steps: (1) students form four-person teams comprised of two dyads; (2) each dyad reviews materials that represent different positions on an issue; (3) dyads reconvene as a four-person team and present their views, one dyad acting as presenters, the other as listeners; (4) the listening dyad repeats back to the presenters what they understood and the sides switch; and (5) the dyads abandon their original assignments and work toward reaching consensus. If consensus proves unattainable, the team clarifies where their differences lie.	a. Cooperative learning b. Debate c. Jigsaw d. Socratic seminar
45	**Student goal setting** Teachers who set, define, and communicate learning objectives effectively with students employ research-based findings that say goal setting with students should: (1) be flexible and general because when a goal is too narrowly focused, it may limit learning (e.g., If the goal is to learn how a piston works, students may not learn its relationship to other parts of an engine), although too general goals may be unattainable; (2) encourage student ownership (e.g., creating own goals,	a. Conferencing b. Reinforcing effort and providing recognition

DreamHouse Ewa Beach

	personalizing teacher goals, committing to contracts, and providing feedback on their progress in journals, videos, etc.); (3) focus on understanding over accomplishing tasks; and (4) allow students enough time to adapt goals to their own interests, learning styles, and prior knowledge. Setting goals benefits from explicit instruction.	
46	**Student self-assessment** Student self-assessment may refer to inventories/surveys that students respond to, such as interests, learning preferences, or college and career diagnostics. It may also refer to academic assessment tools, often a rubric, that describes a learning task or skill by its attributes and level of quality, which students use to assess their own progress and performance. These tools may also be used individually or in teacher or peer conferences and tutorials.	a. Conferencing b. Reinforcing effort and providing recognition
47	**Summarizing and note taking** Effective summarizing leads to an increase in student learning. Students who can effectively summarize learn to synthesize information, a higher-order thinking skill, which includes analyzing information, identifying key concepts, and defining extraneous information. Helping students recognize how information is structured will help them summarize what they read or hear (e.g., summarizing a reading assignment is more effective when done within summary frames that include questions to direct student attention to specific content). Note taking is a +related strategy that supports student learning. Without explicit instruction in note taking, students may write down words or phrases word for word, without analysis. Successful note-takers summarize to arrive at a nugget of meaning, which they are much more likely to retain and benefit from using notes as a document of their learning. Teachers can prompt students to review and refine their notes, particularly when it is time to prepare for an exam, write a research paper, or other summative assessment of learning. These are college-ready skills that increase opportunity for all students to succeed in higher education.	a. Close read b. Direct instruction
48	**Targeted feedback** Research and effective practice points to the following keys to using targeted feedback to improve student achievement and avoid negative effects: (1) link feedback to objectives; (2) use a formative evaluation approach over a summative approach; (3) make guidance specific (e.g., proofing remarks or codes may not communicate well); (4) provide feedback in a timely manner (not long after assignment is forgotten); and (5) identify how students should use feedback to make improvements.	a. Reinforcing effort and providing recognition
49	**Word wall** A word wall is an organized collection of words prominently displayed in a classroom and frequently used as an interactive literacy tool for teaching vocabulary and spelling to children. There are many different types of word walls, such as high frequency words, word families, and story- or unit-related names. Due to the flexible nature of word walls and their potential to "grow" alongside the students, they are used in classrooms ranging from pre-school through high school. Word walls are considered to be interactive and collaborative tools, since they are student-created and student-centered artifacts. Many variations of the word wall are currently in use, including those featuring illustrations of the words and color-coded lists. They teach children to recognize and spell high frequency words, see patterns and relationships, apply phonics rules, and provide reference support during reading and writing activities. Students gain independence by using a word wall in daily activities.	a. Academic vocabulary and language b. Hands-on learning c. Identifying similarities and differences d. Read-aloud

DreamHouse Ewa Beach

Attachment I – Proposed First year school calendar (Criterion II.G.2.l)

"Provide as Attachment I (required attachment, no page limit), a copy of the proposed school calendar for year one of the school's operations that clearly demonstrates: days that school is in session, holidays, days off and half days, professional development days, summer programming and/or instruction, first and last days of class and organization of the school year (quarters, semesters, trimesters,) including the beginning and ending of each segment."

2018-2019 School Year
Year 1 – 6th Grade

TERMS
DreamHouse Ewa Beach is organized into three terms. These three terms offer smoother alignment to our curriculum design and allow for continuity outside of the traditional, holiday break-driven academic calendars. We feel that a longer first term allows for deepened relationships and orientation to the DreamHouse community and culture, a second term that spans the annual calendar will allow for continuity into the New Year, and a lengthened third term provided additional space for mandatory state testing, student portfolio design and defense, and for adequate closing of the year and intention-setting for the summer, next academic year, or post-graduation.

At a glance (2018-19)

Fall	*Winter*	*Spring*	*TOTAL*
Jul, Aug, Sep, Oct	Nov, Dec, Jan	Feb, Mar, Apr, May	
56 Student Days	50 Student Days	76 Student Days	182 Student Days*
60 Teacher Days	51 Teacher Days	78 Teacher Days	189 Teacher Days**

* Per BOE, 2 instructional days shall be converted into non-student days for school planning and collaboration (TBD)
** Per BOE, employer may assign up to 6 additional hours (in ½ hour blocks) for training and meetings (equivalent: 1 day) (this day is allocated into the spring as of now into a day TBD)

SCHOOL CALENDAR
Below is a month-to-month calendar showing terms, PD days, holidays, and key areas of focus during each part of the year (i.e. state testing, portfolio defense, etc.). The calendar is aligned to the requirements of HRS section 302A-251 (Act 167 (2010) as amended by Act 52 (2011)).

NOTE
The current HSTA contract has a sunset date of June 30, 2017. We acknowledge that changes may have to be made given the expiration of the current contract, as well as projected school days, minutes, and expectations from the BOE. The projected schedule is based on current information (as of the 2016-17 charter application cycle) and we will work with our BOE and HSTA colleagues to iron out all details and logistics as we come closer to the start of the 2018-19 school year.

FALL

The fall focuses on setting intentions for the year, developing self-awareness and a growth-orientation, and building community and culture as a DreamHouse Ewa Beach community. Curriculum and leadership / identity programming is designed to provide opportunities to build this foundation and we are committed to carving out the time and space necessary for students to adapt to and become integrated into the DreamHouse family. Diagnostic assessments to set a baseline for growth, ILDP ownership, family partnerships, culture building, leadership support and educator development, and strategic clarity are all crucial to this stage of the year.

July 2018				
Monday	*Tuesday*	*Wednesday*	*Thursday*	*Friday*
16 (LST prep)	17 (LST prep)	18 (LST prep)	19 (LST prep)	20 (LST prep)
23 (LST prep)	24 (LST prep)	25 (LST prep)	26 (LST prep)	27 (LST prep)
30 (LST prep)	31 (teacher PD)			

- ☐ Student Days: 0 / Teacher Days: 1
- ☐ Leadership Support Team (LST) reports full-time on July 16th to begin two-week final preparations for teachers week zero and student arrival (July 30, August 6, respectively)
- ☐ Official teacher preparation begins on Tuesday, July 31st

August 2018				
Monday	*Tuesday*	*Wednesday*	*Thursday*	*Friday*
		1 (teacher PD)	2 (teacher PD)	3 (teacher PD)
6 (student day 1)	7	8	9	10
13	14	15	16	17 (Statehood)
20	21	22	23	24
27	28	29	30	31

- ☐ Student Days: 19 / Teacher Days: 22
- ☐ Four days of teacher prep and kick-off close on Friday, August 3rd
- ☐ Student first day is Monday, August 6th
- ☐ August 17th – Statehood Day (no school)

September 2018				
Monday	*Tuesday*	*Wednesday*	*Thursday*	*Friday*
3 (Labor Day)	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

- ☐ Student Days: 19 / Teacher Days: 19

October 2018

Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
8 (fall break)	9 (fall break)	10 (fall break)	11 (fall break)	12 (fall break)
15	16	17	18	19
22	23	24	25	26
29	30	31		

- ☐ Student Days: 18 / Teacher Days: 18
- ☐ Five-day fall break to align with out-of-school programming designed for DOE students
- ☐ Students close out first-term projects by Halloween, wrapping up leadership & identity programming, as well as academic content
- ☐ Fall term ends October 31st

WINTER

Winter term begins on November 1st, runs through the New Year, and wraps up end-of-January. There is an emphasis on community and the understanding of others during this three-month term, and bridging the New Year through one contiguous term allows us to use that "time off" as purposeful reflection and intention-setting for the third and final month of the term. We want to pose the two-week, end-of-year break as a time to step back and re-purpose, as opposed to having December feel like an anxious rush towards completion of anything that has been opened during the year. We see continuity in this scheduling and believe it will support a more gentle transition into the New Year.

November 2018

Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
5	6 (Election Day)	7	8	9
12 (Veterans' Day)	13	14	15	16
19	20	21	22 (Thanksgiving)	23 (School Holiday)
26	27	28	29	30

- ☐ Student Days: 18 / Teacher Days: 18

December 2018

Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24 (winter break)	25 (winter break)	26 (winter break)	27 (winter break)	28 (winter break)
31 (winter break)				

- ☐ Student Days: 15 / Teacher Days: 15

January 2019

Monday	Tuesday	Wednesday	Thursday	Friday
7 (teacher PD)	8	9	10	11
14	15	16	17	18
21 (MLK Jr. Day)	22	23	24	25
28	29	30	31	

- ☐ Student Days: 17 / Teacher Days: 18
- ☐ Students close out first-term projects by January 31st
- ☐ Winter term ends January 31st

SPRING TERM

Building on a foundation of better understanding self and the culture of DreamHouse from term one, and a deepening understanding of content and peers from term two, term three is focused on putting it all together, taking stock, and charting a course for moving forward. Beginning in February, students will deep work across courses, complete final assessments, and be building towards an end-of-year portfolio defense and showcase. Portfolio defense and presentation will allow students to showcase their growth across focal areas of DreamHouse (academics, 21st century competencies, leadership, and identity), as well as engage fellow students, DreamHouse educators, family, and community. Students ultimately have to earn the right to proceed to the next grade or stage, and this final term culminates in this opportunity, setting the stage for summer and the following fall.

February 2019

Monday	Tuesday	Wednesday	Thursday	Friday
				1
4	5	6	7	8
11	12	13	14	15 (Institute Day)
18 (Presidents' Day)	19	20	21	22
25	26	27	28	

- ☐ Student Days: 18 / Teacher Days: 18

March 2019

Monday	Tuesday	Wednesday	Thursday	Friday
				1
4	5	6	7	8
11	12	13	14	15
18 (spring break)	19 (spring break)	20 (spring break)	21 (spring break)	22 (spring break)
25	26 (Kuhio Day)	27	28	29

- ☐ Student Days: 15 / Teacher Days: 15
- ☐ Five-day spring break to align with out-of-school programming designed for DOE students

April 2019				
Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19 (Good Friday)
22	23	24	25	26
29	30			

☐ Student Days: 21 / Teacher Days: 21

May 2019				
Monday	Tuesday	Wednesday	Thursday	Friday
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27 (Memorial Day)	28	29	30	31

☐ Student Days: 22 / Teacher Days: 22
☐ Final two weeks is focused on student portfolio presentation and defense
☐ Student last day is Friday, May 21st

June 2019				
Monday	Tuesday	Wednesday	Thursday	Friday
3 (teacher PD)				

☐ Student Days: 0 / Teacher Days: 1
☐ Final teacher work and close out day is Monday, June 3rd

Annual Assessment & Analysis Map - Below is an annual map of when assessments and analysis / PD would happen around data usage.

Assessments (white background)
Analysis / Professional Development (gray background)

TERM I: FALL	*August*	*September*	*October*
Smarter Balanced/HSA			
Diagnostics	Baseline (RTI Wave)		Practice Test
Unit-based	Summative(s)	Summative(s)	Summative(s)
PD Days	Three (3)		
Staff Huddle	Once	Once	Once
Instructional Coach	Twice	Twice	Twice
ILDP Meetings	Beginning of Year		Term I Huddle

TERM II: WINTER	*November*	*December*	*January*
Smarter Balanced/HSA			
Diagnostics		Growth (RTI Wave)	
Unit-based	Summative(s)	Summative(s)	Summative(s)
PD Days			One
Staff Huddle	Once	Once	Once
Instructional Coach	Twice	Twice	Twice
ILDP Meetings			Term II Huddle

TERM III:	*February*	*March*	*April*	*May*
Smarter Balanced/HSA			SBA	
Diagnostics				Final Growth (RTI Wave)
Unit-based	Summative(s)	Summative(s)	Summative(s)	Summative(s)
PD Days				One
Staff Huddle	Once	Once	Once	Once
Instructional Coach	Twice	Twice	Twice	Twice
ILDP Meetings	Term III Huddle			End of Year Huddle

Attachment J – Sample weekly student schedule (Criterion II.G.2.j)

Provide as Attachment J (required attachment, no page limit), a sample weekly student schedule for at least one grade that is representative of each level the school intents to operate (lower elementary, upper elementary, middle, and/or high school). If scheduling structures are unique to each grade, please provide a sample schedule for each grade.

Grade: 6
Year: 2018-19
Note: schedule will apply to grades 6-12; if upper school scheduling changes in future years due to coursework, external partnerships, UH system classes, or other circumstances, we will revisit the design of the schedule in accordance with BOE, State, and HSTA requirements.

Student Schedule Purpose:

At DreamHouse Ewa Beach, we envision maximized learning time through many different formats – in-class and whole group, differentiated tutorial sessions, morning protocols and end-of-week school community closings, and afternoon small-group developmental formats focusing specifically on identity and leadership. In alignment with the Board of Education (ACT 167) and the HSTA Collective Bargaining Agreement, we have designed a schedule that maximized instructional minutes and learning time, while offering differentiated formats throughout the day to focus on content, collaboration with fellow students, and self-directed learning opportunities. It is our hope that this schedule supports the development of a school wide culture and focus on working hard through content courses, utilizing self-directed learning time wisely, and consistently engaging in the development of self and others.

Student Schedule Headlines:

- 1,825 minutes of programmed student-learning time (89% of the school day).

- 20-minute whole school, student-led morning huddle to set intentions for the day.

- Consistent block schedule featuring four 70-minute classes per day.

- Daily "tutorial", during which students opt into a certain subject area for student-driven, teacher-supported learning and collaboration.

- Four 40-minute leadership and identity development blocks each week that follow an in-house developmental framework.

- 3PM dismissal each day (except Wednesday, 2:20PM) to maximize learning time.

STUDENT (INDIVIDUAL) SCHEDULE EXAMPLE							
Time (Mins)	SCHEDULE COMPONENT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	CATEGORY
8:00-8:20 (20)	MORNING HUDDLE	Whole School Morning Huddle					Instructional II
8:20-9:30 (70)	BLOCK I	ELA	MATH	SCI	SS	ELEC	Instructional I
9:30-9:35 (5)	TRANSITION/BREAK	Transition / Break					Other
9:35-10:45 (70)	BLOCK II	ELEC	ELA	MATH	SCI	SS	Instructional I
10:45-11:15 (30)	LUNCH	Lunch					Other
11:15-12:25 (70)	BLOCK III	SS	ELEC	ELA	MATH	SCI	Instructional I
12:25-12:30 (5)	TRANSITION/BREAK	Transition / Break					Other
12:30-1:40 (70)	BLOCK IV	SCI	SS	ELEC	ELA	MATH	Instructional I
1:40-1:45 (5)	TRANSITION/BREAK	Transition / Break					Other
1:45-2:18 (33)	STUDENT-DRIVEN TUTORIAL	Tutorial	Tutorial	Tutorial	Tutorial	Tutorial	Instructional I
2:18-2:20 (2)	TRANSITION/BREAK	Transition / Break					Other
2:20-3:00 (40)	LEADERSHIP, EMPOWERMENT, AGENCY, DEVELOPMENT (LEAD)	LEAD	LEAD	Staff Huddle	LEAD	LEAD	Instructional II / Other

CATEGORY	Minutes / Week
ELA	280
MATH	280
SCI	280
SS	280
ELEC	280
TUTORIAL	165
AM HUDDLE	100
L & I DEVELOPMENT	160
LEARNING	1825
(+) OTHER	235
TOTAL	2060

		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
Student in Programmed Time (89%)		373	373	333	373	373	1825
Student in "Other" Time (11%)		47	47	47	47	47	235
TOTAL		420	420	380	420	420	2060

Attachment K – Sample weekly teacher schedule (Criterion II.G.2.k)

Provide as Attachment K (required attachment, no page limit), a sample weekly teacher schedule for at least one grade that is representative of each level the school intends to operate. If scheduling structures are unique to each grade, please provide a sample for each grade. Present a typical week of instruction, including: length of the teacher's work day, supervisory time, planning periods, professional development, and any other duties the teacher performs in a given day.

Grade: 6
Year: 2018-19
Note: *schedule will apply to grades 6-12; if upper school scheduling changes in future years due to coursework, external partnerships, UH system classes, or other circumstances, we will revisit the design of the schedule in accordance with BOE, State, and HSTA requirements.*

Teacher Schedule Purpose:

The DreamHouse schedule was designed with teachers, through feedback and iteration; its primary focused is to maximize teaching, learning, and development at DreamHouse. Additionally, we made a considerable effort to explore different versions of schedules from schools within our complex, in Hawaiʻi, and beyond. We believe this is a strong starting point, in alignment with current BOE and HSTA guidelines, and look forward to further development alongside of our teachers as new guidelines and requirements come online.

Teacher Schedule Headlines:

- Four 70-minute block periods per day.

- Lead teach three classes per day (four classes one day per week).

- Support learning during daily student-driven tutorial.

- Four 40-minute Leadership, Empowerment, Agency, Development (LEAD) blocks per week during which educators lead, co-lead, or support experiences.

- Prep blocks three days per week (75 minutes / each).

- 75 minutes of "20% time" each week – developed at Google, this is open time and space for teachers to innovate, develop new programming, partner with colleagues, or invest time in any creative way that improves DreamHouse (not viewed as additional prep).

- Staff Huddle limited to 40 minutes per week

	TEACHER (INDIVIDUAL) SCHEDULE EXAMPLE (A BLOCK PREP)						
Time (Mins)	SCHEDULE COMPONENT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	CATEGORY
8:00-8:20 (20)	MORNING HUDDLE	WHOLE SCHOOL MORNING HUDDLE					Instructional II
8:20-9:30 (70)	BLOCK I	PREP A (75)	TEACH E	TEACH D	TEACH C	TEACH B	Instructional I
9:30-9:35 (5)	TRANSITION/BREAK		PREP A (75)	Transition / Break			Other
9:35-10:45 (70)	BLOCK II	TEACH B		TEACH E	TEACH D	TEACH C	Instructional I
10:45-11:15 (30)	LUNCH	Lunch					Other
11:15-12:25 (70)	BLOCK III	TEACH C	TEACH B	PREP A (75)	TEACH E	TEACH D	Instructional I
12:25-12:30 (5)	TRANSITION/BREAK	Transition / Break			"20% Time" (75)	Transition / Break	Other
12:30-1:40 (70)	BLOCK IV	TEACH D	TEACH C	TEACH B		TEACH E	Instructional I
1:40-1:45 (5)	TRANSITION/BREAK	Transition / Break					Other
1:45-2:18 (33)	STUDENT-DRIVEN TUTORIAL	Tutorial	Tutorial	Tutorial	Tutorial	Tutorial	Instructional I
2:18-2:20 (2)	TRANSITION/BREAK	Transition / Break					Other
2:20-3:00 (40)	LEADERSHIP, EMPOWERMENT, AGENCY, DEVELOPMENT (LEAD)	LEAD	LEAD	Staff Huddle	LEAD	LEAD	Instructional II

TIME	CBA REQ.	DH	SPREAD
Teacher Instructional Time	1285	1285	0
Teacher Prep Time	225	225	0
Lunch	150	150	0
Other A (program)	440	375	0
Other B (pass)		65	
TOTAL	2100	2100	0

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TOTAL
Teacher Has Class (Instructional Time I)	243	243	243	243	313	1285
Teacher Has Prep	75	75	75	0	0	225
Lunch	30	30	30	30	30	150
Programmed (Instructional Time II) (Other A)	60	60	20	60	60	260
Staff Development (Wednesday Huddle, "20% Time") (Other A)	0	0	40	75	0	115
Transition / Break (Other B)	12	12	12	12	17	65
TOTAL	420	420	420	420	420	2100

AGREEMENT
BETWEEN THE

HAWAII STATE TEACHERS ASSOCIATION

AND THE

STATE OF HAWAII
BOARD OF EDUCATION
July 1, 2013 – June 30, 2017

6. The Employer agrees to maintain the average statewide class size ratio of 26.15 to 1.

7. For position allocation purposes, special education students, with the exception of those in self-contained classes, shall be counted as both regular students and special education students.

8. For position allocation purposes, special education students in integrated self-contained classes shall be counted as one-half of regular students and as full count of special education students.

B. LESSON PLANS

Teachers responsible for the instruction of students shall prepare legibly written or typewritten lesson plans, the form and content of which will remain discretionary with the teacher. Lesson plans will be made available to the principal upon request. There will be no requirement of a regular and periodic submission of lesson plans.

A teacher absent five (5) days or less shall make lesson plans available to the substitute(s). Such plans shall contain basic information with which the substitute(s) can conduct the class(es). After the fifth day, the teacher, following notification to the school administrator, may have the substitute(s) prepare subsequent lesson plans during the period of the absence.

C. SIGN IN

A teacher may be required to check in by initialing to indicate presence.

D. WORK TIME

1. Regular Work Day

  a. The regular work day shall be defined as the amount of time per day that teachers shall be required to be present at their assigned place of work during such days as determined by the Employer.

  b. The regular work day shall consist of seven (7) hours.

2. Flexible Work Time

  a. Teachers may be required to participate in in-service training, school program planning and assessment, or principal-teacher evaluation conferences beyond the regular work day through the use of a flexible work time schedule.

  b. The Employer may modify the regular work day within any scheduled quarterly cycle provided the total number of required work hours in the

14

scheduled quarterly cycle does not exceed seven (7) times (x) the number of working days in the cycle.

c. The flexible work time within a scheduled quarterly cycle shall be administered as follows:

1) Multiples of fifteen (15) minute blocks of time up to ninety (90) minutes contiguous to the regular work day may be added.

2) In no event shall a flexible work day extend beyond 4:30 p.m.

3) A preparation period shall not be used by the Employer in the implementation of the flexible work time schedule, or the activities listed in 2(a) above, unless teacher initiated.

4) In exchange for the flexible work time, teachers shall be granted an equivalent amount of early release time within the same quarterly cycle during the time normally scheduled for faculty meetings.

d. This section shall be administered exclusive of the provisions contained in Article VI - Section AA - School-Related Activities.

E. **CONSECUTIVE INSTRUCTIONAL TIME**
Teachers shall not be required to teach more than one hundred eighty (180) consecutive minutes without a break, lunch or recess.

A break or recess of not less than fifteen (15) minutes in length shall be provided. This break or recess shall be duty free except for the period when teachers are assigned supervision of students on a rotation basis, with the understanding that no less than five (5) minutes of a break is accorded the teacher-on-duty as personal time. Teachers may be assigned supervision no more than once every five (5) days or no more than one-fifth (1/5) of the total days per quarter, except in those small schools wherein it would be impractical or prohibitive to do so.

F. **SUBJECT MATTER AND GRADE LEVEL**
Teachers in an intermediate, middle or senior high school with an enrollment of more than five hundred (500) shall not be required to teach in more than two (2) subject matter fields as set forth in Standard Practices Regulation #5301 and not more than two (2) academic levels. Academic level shall be defined as grade level.

Exceptions may be made for multi-level courses which are open to more than one grade level or in special teaching programs. The assignment of teachers shall be in conformance with Article VII - Assignments and Transfers.

15

In the absence of a response to the repair and maintenance request within a reasonable length of time, the teacher may appeal in writing to CAS who will respond to the teacher within a reasonable length of time.

V.   CONFIDENTIAL INFORMATION

Counselors, psychological examiners or outreach counselors shall not be required to divulge confidential information.

Counselors shall be provided a space to provide counseling services in a confidential manner. Their workspace shall contain a lockable file cabinet to adequately secure confidential information.

W.   SPECIAL SERVICES PERSONNEL

Special Services Personnel shall have the right to confer with the professional staff of any assigned school with the approval of the administrator of the school. Such approval shall not be unreasonably denied.

X.   PREPARATION PERIODS

1.   Purpose of Preparation Period and Determining Its Use

A preparation period shall be for the pursuit of personally initiated school tasks in preparing for instruction, evaluating students, and performing other instructionally related activities. A preparation period shall not be used for personal or Association business or activities. In all schools, each teacher shall determine where and how s/he will utilize the preparation period in a manner that is consistent with this article.

2.   Types of Preparation Periods

Preparation periods may be either "common" or "floating."   A common preparation period is one that is scheduled outside of the instructional day for all teachers at a school, such as at the end or the beginning of the day. A floating preparation period is one that is scheduled within the instructional day, the specific period which may vary from teacher to teacher.

3.   Length of Preparation Period

a. Classroom teachers shall have no less than 225 aggregate minutes of preparation periods scheduled by the Employer during the teacher's regular work week. A preparation period shall consist of a continuous block of time of not less than forty-five (45) minutes. However, in cases where the scheduled single preparation period exceeds forty-five (45) minutes, the excess minutes shall be considered preparation time. Preparation periods, if scheduled at the end of the day, may be more than forty-five (45) if scheduling allows.

b. Up to six (6) teacher's preparation periods may be used per semester at the discretion of the Employer to provide in-service training, school

program planning and assessment or to attend principal-teacher conferences. The Employer shall provide reasonable advanced notice. The Employer shall early release teachers for a full preparation period for each whole or partial preparation period utilized under this section. The teacher shall notify the principal of the day(s) he has selected for early release. The early release should not conflict with a previously scheduled use of the preparation period under this section. Early release days may be consecutive but must be taken within the semester. The Association and the Employer shall meet at the end of each semester to monitor this provision. This provision shall also apply to certificated support personnel.

4. **Additional Preparation Time**
A teacher in an intermediate, middle or senior high school with an enrollment of five hundred (500) or less may be granted additional preparation time if the teacher has more than two (2) academic levels and two (2) subject matter fields as provided in Article VI, Section F - Subject Matter and Grade Level, subject to the approval of the CAS.

5. **Early Morning Preparation Periods**
   a. A teacher at a school with common preparation periods scheduled at the end of the student day may elect to have an early morning preparation period by notifying the appropriate administrator or supervisor by school quarters.

   b. Early morning preparation periods shall not be scheduled on faculty meeting days and on days when training or other activities as provided for in the Agreement have been scheduled contiguous to the work day.

      i. The provisions of Article VI, Section D.2-Flexible Work Time and Section X-Preparation Periods, in the Agreement shall be applicable to teachers scheduled for early morning preparation periods.

      ii. With reasonable notice (at least two [2] days in advance), afternoon events, meetings and/or in-service training activities, as provided for in the Agreement, may be scheduled at which the attendance of all teachers shall be mandatory. Teachers on early morning preparation period shall observe an afternoon preparation period and shall attend the scheduled event, training activity or meeting.

      iii. If problems arise in implementing this early morning preparation provision (e.g., repeated tardiness or nonattendance at principal-scheduled afternoon events, meetings and/or in-service training activities, etc.) as provided for within the Agreement, the principal may suspend a teacher's early morning preparation period until a

22

mutually satisfactory resolution is reached. If a resolution cannot be reached within twenty (20) working days, the principal may rescind approval of that teacher's early morning preparation period.

6. The Employer shall not be required to alter the work schedules of other employees in order to accommodate teachers scheduled for early morning preparation periods. The Employer shall not be required to hire additional security personnel or make special provisions regarding the access to facilities and equipment.

7. Sign Out
Each teacher shall sign out if s/he is leaving campus before the end of her/his workday.

8. Emergencies
In the event that emergencies such as gang activity, a fire or other incidents that affect students' health and safety occur or are rumored to occur, teachers shall assist in the implementation of the school's emergency plan.

Y. DUTY FREE LUNCH PERIOD

Teachers shall be provided with a duty free lunch period of no less than thirty (30) minutes. The remaining time in excess of any single thirty (30) minute lunch period shall also be duty free except in those small schools wherein it would be impractical or prohibitive to do so, with respect to those teachers assigned campus and/or playground supervision of students on a rotating basis.

A teacher may leave the campus during his duty free lunch period.

Z. NON-PROFESSIONAL DUTIES

It is acknowledged by the parties that the primary duty and responsibility of the teacher is to teach and that the organization of the school and the school day should be directed toward ensuring that the energy of the teacher is primarily utilized to this end.

The Employer will make every reasonable effort to relieve teachers of performing non-professional duties by providing, wherever possible, supplementary assistance as funds and personnel become available.

The non-professional chores connected with lunch duty, custodial duties and supervision of students performing custodial duties shall be eliminated from the teachers' job responsibilities. In addition, Grade Level Chairs in elementary schools and Department Chairs/Heads in secondary schools without the extra preparation period, shall not have yard duty except in those small schools wherein it would be impractical or prohibitive to do so.

23

2. Departmental Classes

a. Twelve hundred eighty-five (1285) minutes of instructional time per work week.

b. Two hundred twenty-five (225) minutes of preparation time per work week in blocks of not less than forty-five (45) continuous minutes during the teachers' regular work day, except as provided for in Article VI, Section X.1- Preparation Periods.

c. One hundred fifty (150) minutes of duty free lunch periods per work week in blocks of not less than thirty (30) continuous minutes during the teachers' regular work day except as provided for in Article VI, Section Y- Duty Free Lunch Period.

d. Four hundred forty (440) minutes to be used during the work week exclusively for:

   1. all faculty meetings
   2. departmental meetings
   3. grade level meetings
   4. curriculum meetings
   5. passing time
   6. opening and closing time
   7. recess
   8. homeroom
   9. scheduled activity periods on a voluntary basis
   10. study hall

DD. WORK LOAD (TEACHING SCHEDULES)

1. To further support schools in their standards-based reform initiatives, as well as the need for additional instructional time, the parties agree that school faculties may implement rotating, block or other non-traditional schedules by redistributing teachers' work time as delineated in Article VI-CC.

2. Any redistribution of teachers' work time which results in varying lengths of the school day may not exceed an aggregate of the thirty-five (35) hour work week. Appropriately scheduled faculty meetings, departmental meetings, grade level/curricular meetings, and team planning meetings, etc. may be provided for in this redistribution of teachers' work times.

3. The change in weekly assignments or the implementation of rotating, block or other non-traditional schedules shall be determined through an open, democratic, and collaborative process.

federal mandates such as No Child Left Behind (NCLB) and Act 51, the parties agree that two (2) days in the instructional year shall be converted to non-student days for the purposes of school planning and collaboration.

How the two (2) days will be used and when they will be scheduled shall be determined through an open, democratic and collaborative process between the school's leadership group and the administrator(s). Members of the leadership group as representatives of the faculty shall be responsible for bringing information back to their constituencies for information, consultation and guidance. The collaborative process does not require the consensus of the school's leadership group. If the teachers and the administrators are unable to mutually agree on the use and scheduling of the "school planning/collaboration days," the principal shall decide.

The days shall not be used for personally-initiated activities.

B. **HOLIDAYS / VACATION / INTERSESSIONS / RECALL PAY FOR 10-MONTH EMPLOYEES**

The Employer shall not schedule nor require work to be performed on any of the following holidays:

1.	Statehood (Admission) Day	8.	Dr. Martin Luther King Jr. Day
2.	Labor Day	9.	Presidents' Day
3.	Veterans' Day	10.	Kuhio Day
4.	General Election Day	11.	Good Friday
5.	Thanksgiving	12.	Memorial Day
6.	Christmas Day	13.	(Kamehameha Day if school is
7.	New Year's Day		in session)

Vacations for teachers shall be the day after Thanksgiving, two (2) weeks Winter Recess and one (1) week Spring Recess.

Whenever two (2) holidays are to be observed on the same day:

1. the first holiday shall be observed in the normal manner; and
2. the second holiday shall be on the next workday of the official calendar.

Teachers shall not be required to report to work during their vacations or during the Fall, Winter, Spring or Summer intersessions.

(For 12-month employee holidays and vacation leave, see Article XVII - 12 Month Teacher Compensation, Sick/Vacation Accumulation, Holidays)

59

STATE OF HAWAI'I
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAI'I 96804

OFFICE OF THE SUPERINTENDENT

LEGISLATIVE REPORT

SUBJECT: Relating to School Year and Instructional Time

REFERENCE: Section 302A-251, HRS (codification of Act 52 (SLH 2011), H.B. 945, HD2, SD1, CD1)
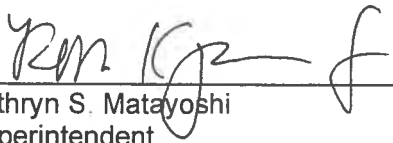
ACTION REQUESTED: Annual Report to the Legislature

DOE REPORT:
Introduction: Section HRS 302A-251 requires the Department to annually report on the on the progress and efforts to meet the requirements relating to school year and instructional time. Refer to the attachment entitled "2014 Report on School Year and Instructional Time."

Findings: See attached

RECOMMENDATIONS: See attached

Kathryn S. Matayoshi
Superintendent
Department of Education

1/25/14
Date

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER

2014 Report on School Year and Instructional Time

INTRODUCTION

This report is made in continuing compliance with subsection of (g) of Act 52 codified as HRS 302A-251.

On May 18, 2011, Governor Neil Abercrombie signed into law Act 52 (SLH 2011) relating to Education: School Year; Instructional Time. Act 52 amended Act 167 (SLH 2010) (together, Act 167/Act 52), and the amended statute provided that the Department (excluding charter and multi-track schools) implement a school year that includes a minimum number of school days and "student instructional hours" (which is more specifically known as "student learning time" herein) that increased over time.

To operationalize these requirements, the Department translates the annual number of hours into the number of minutes per week. (See table 1 below).

Table 1: Statutory requirements re: minimum student learning time						
School Year	Grade span	Days (per school year)	Weeks* (per school year) (= # days/5)	Total Hours (per school year)	Total Minutes (per school year) (= # hours X 60)	Weekly Minute* (= total mins/36)
SY13-14	Elementary	180	36	915	54,900	1,525
SY14-16	Elementary	180	36	915	54,900	1,525
SY14-16	Secondary	180	36	990	59,400	1,650
SY16-18	All	180	36	1080	64,800	1,800
SY18-19	All	190	38	1146	68,760	1,810

Schools must also comply with a number of provisions in the 2013-2017 Collective Bargaining Agreement (CBA) with the Hawaii State Teachers Association (HSTA) related to teachers' work day, work year, and schedule that impact the implementation of the Acts' student learning time requirements. Attachment 1: School Schedule Criteria School Year 2014-15 summarizes those requirements, which include length of work day, limited consecutive time teaching without a break, preparation time, duty-free lunch periods, and most directly related to student instructional time, requirements around teacher instructional time.

There is an overlap, but not complete alignment between the CBA's definition of teacher instructional time and the Act's definition of "student learning time." This difference in definitions has long caused confusion for educators and other stakeholders. It has also served as a source of disagreement between the Department and HSTA.

- *Student learning time:* The Acts 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." The Department has interpreted that the typical instructional blocks known as opening, closing, homeroom, and study hall, which are not explicitly mentioned in the Acts definition, do fit within the definition. While HSTA does not have formal position regarding this matter, feedback provided by HSTA staff on various Department documents indicates that the HSTA may not agree with the Department's interpretation.

- *Teacher instructional time:* Per the CBA, Article VI, CC, "teacher instructional time does not include faculty meetings, departmental meetings, grade level meetings, curriculum meetings, passing time, opening and closing time, recess, homeroom, scheduled activity periods on a voluntary basis or study hall."

See the graphic below for a visual representation of this relationship.
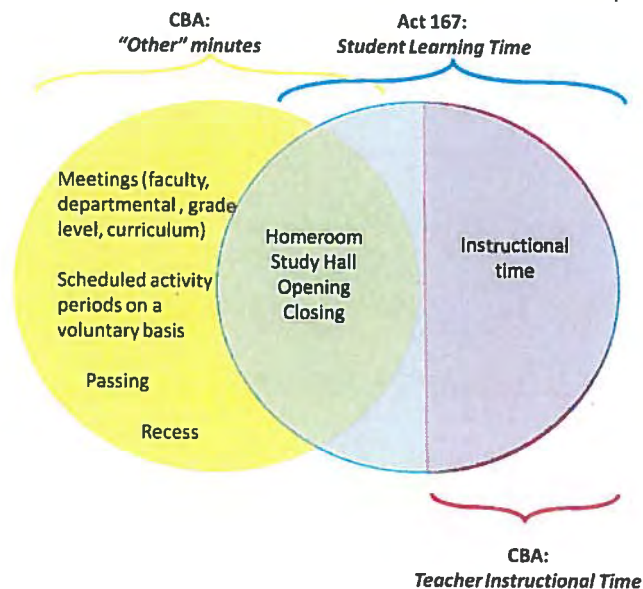
In further compliance with the reporting requirements of Act 52, the Department reports the following progress and effort toward compliance.

FINDINGS:

1. **National research on student learning time indicates Hawaii policies are near the national average.**

   The Department provided a review of national research on state policies related to student learning time in last year's legislative report. That review demonstrated that most states required 180 days, as does Hawaii, and that Hawaii was among 34 states establishing a minimum number of instructional hours. It also noted that state policies differ in how specifically they define what activities count toward instructional time.

Not Applicable; DreamHouse Ewa Beach does not use a Third Party Service Provider

Not Applicable; DreamHouse Ewa Beach does not use a Third Party Service Provider

Not Applicable; DreamHouse Ewa Beach does not use a Third Party Service Provider

Not Applicable; DreamHouse Ewa Beach does not use a Third Party Service Provider

Exhibit 3: Statement of Assurances Form

Statement of Assurances

Please print this form, and initial each item in the box provided. The form must be SIGNED by an authorized representative of the Applicant Governing Board.

The Applicant Governing Board agrees to comply with all of the following provisions, specifically, if approved the governing board and school:

will operate in compliance with all applicable state and federal laws, including, but not limited to, HRS Chapter 302D;

will operate as a public, nonsectarian, non-religious public school with control of instruction vested in the governing board of the school under the general supervision of the Commission and in compliance with the Charter Contract and HRS Chapter 302D;

will operate in accordance with and comply with all of the requirements of Master Collective Bargaining Agreements, pursuant to HRS Chapter 89, and negotiate any supplemental agreements necessary;

will, for the life of the Charter Contract, participate in all data reporting and evaluation activities as requested by the U.S. Department of Education and the Hawaii Department of Education, including participation in any federal or state funded charter school evaluations or studies, final grant report documentation, and financial statements;

will provide special education services for students as provided in Title 49, Chapter 10, and Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and Part B of the Individuals with Disabilities Education Act;

will ensure that a student's records and, if applicable, a student's individualized education program, as defined in Section 602(11) of the Individuals with Disabilities Act, will follow the student, in accordance with applicable law (P.L. 107-110, section 5208);

will comply with all provisions of Every Student Succeeds Act, including, but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act, and assessments [P.L. 107-110];

will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services, including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;

will adhere to all provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;

will ensure equitable program participation, as required under Section 427 of the General Education Provision Act;

will follow any federal and state court orders in place in the local school district;

will comply with federal and state applicable health and safety standards;

☑ will permit the Commission to audit, review, and inspect the operator's activities, books, documents, papers, and other records;

☑ will comply with all federal and state audit requirements and ensure that arrangements have been made to finance those mandatory audits;

(1) will employ individuals to teach who hold a license to teach in a public school in Hawaii or meet the minimum requirements for licensure as defined by the State Board of Education;

☑ will operate on a July 1 to June 30 fiscal year and will adopt and operate under an annual budget for such fiscal year;

☑ will maintain its accounts and records in accordance with generally accepted accounting principles;

☑ will prepare and publish an annual financial report that encompasses all funds and includes the audited financial statements of the charter school; and

☑ will read, understand, and agree to comply with all parts of the Charter Contract, including, but not limited to, the performance standards and requirements established by the Charter Contract and attached performance framework.

Certification

Name of Proposed School: DREAMHOUSE EWA BEACH

Name of Authorized Representative: ALEX TEECE

I, the undersigned, do hereby agree to the assurances contained above.

Signature of Authorized Representative

Date 12/22/16

Attachment Q

**School governance, management, and
staffing organizational charts (Criterion III.A.3)**

From Charter Application:

Organizational charts, provided as **Attachment Q (required attachment, 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.

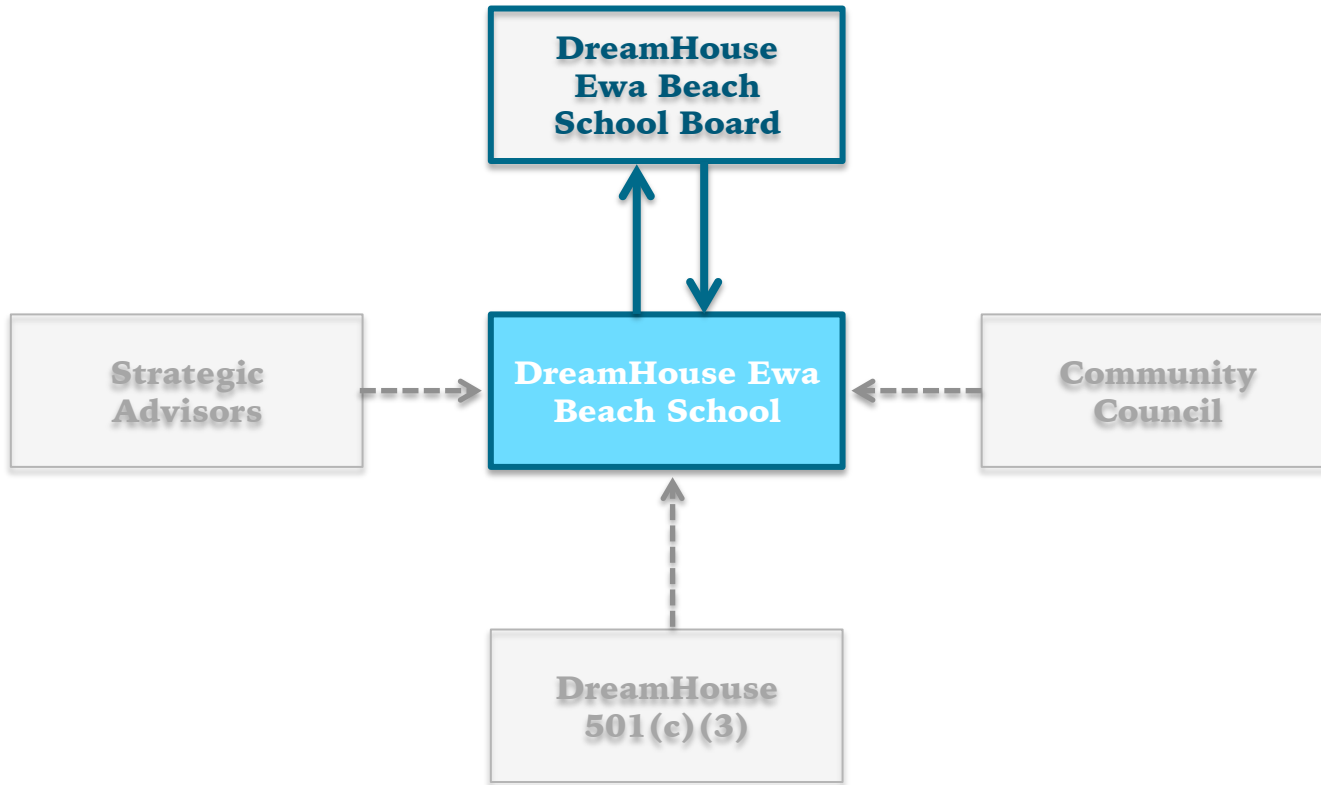# Lines of Authority & Reporting
Within the school

Lines of Authority & Reporting
Affecting the School

School board is the only governing authority that officially manages the school.

Strategic Advisors (trusted thought partners),
Community Council (our parents and community members),
and our non-profit all inform our school, but do not govern or manage.

FOUNDING APPLICANT BOARD (CURRENT)

Founding Board

NAME	CURRENTLY	CAPACITY
Zach DiIonno*	Attorney	Legal
Meilan Akaka*	Leadership Coach	Human Resources
Alex Teece**	Educator	Fundraising
Deb Zuercher	UH COE Professor	Academic
Jane Henzerling	School Leader	Academic
Ed Kaukani	Retired Banker	Financial

Current non-profit board members; members will either be on school board or non-profit board, not both.
**Alex Teece will maintain non-voting role on school board*

GOVERNING SCHOOL BOARD* (2018-19, Y1)

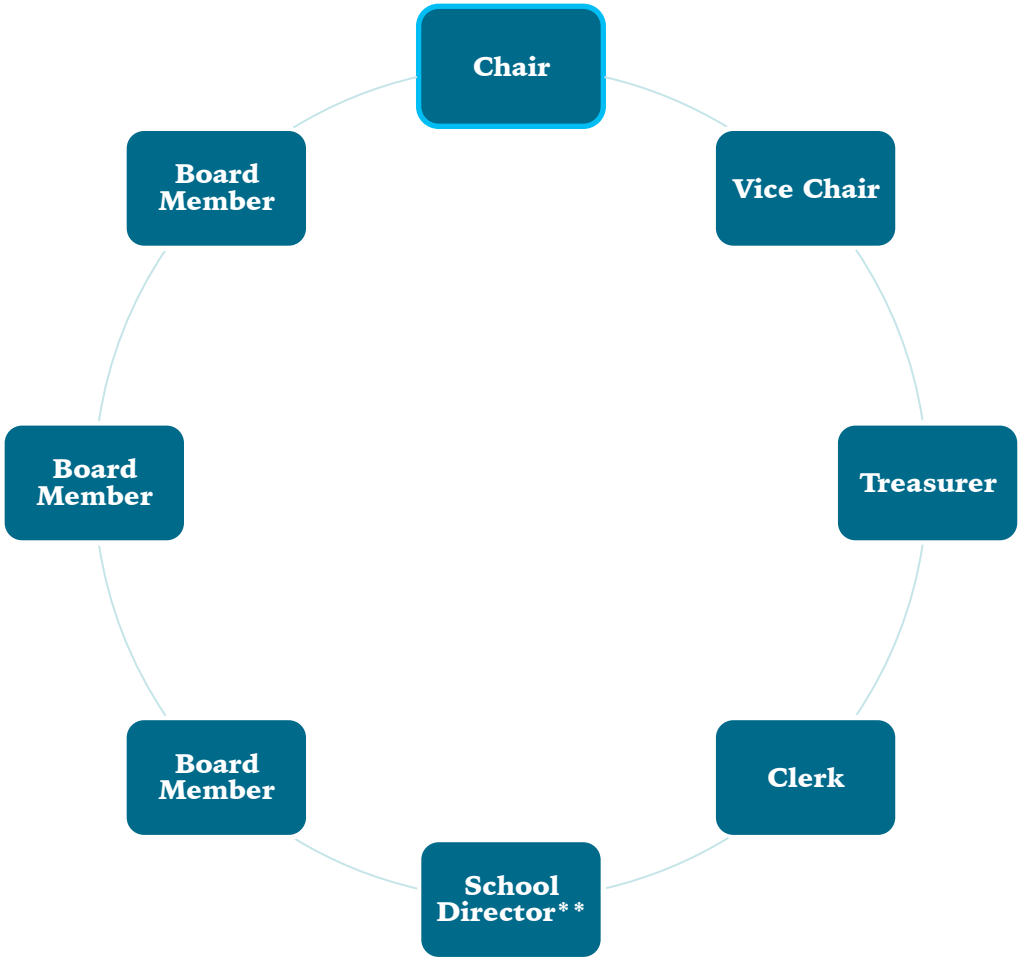Founding Board

Governing Board

School Leadership
Support Team

Staffing Structure

Non-Profit Board

Community Council

Strategic Advisors

External
Organizations

Chair

Vice Chair

Treasurer

Clerk

School Director**

Board Member

Board Member

Board Member

Please see Pages 25-37 for proposed school board bylaws
**School Director is ex-officio and does not have voting privileges*

GOVERNING SCHOOL BOARD HIGHLIGHTS

Founding Board

Governing Board

School Leadership
Support Team

Staffing Structure

Non-Profit Board

Community Council

Strategic Advisors

External
Organizations

- The number of members constituting the entire Board shall be not less than seven nor more than fifteen;

- They shall be divided into three groups of approximately equal size and shall serve staggered terms;

- A term is generally defined as three years; however, the Board may at its discretion adjust the term for new members to ensure balance among the three rotating groups;

- As the Board grows during the growth of the school, additional board members will be added, others will rotate off (if decided), and officer elections will occur;

- Onboarding and new board member mentorship protocols

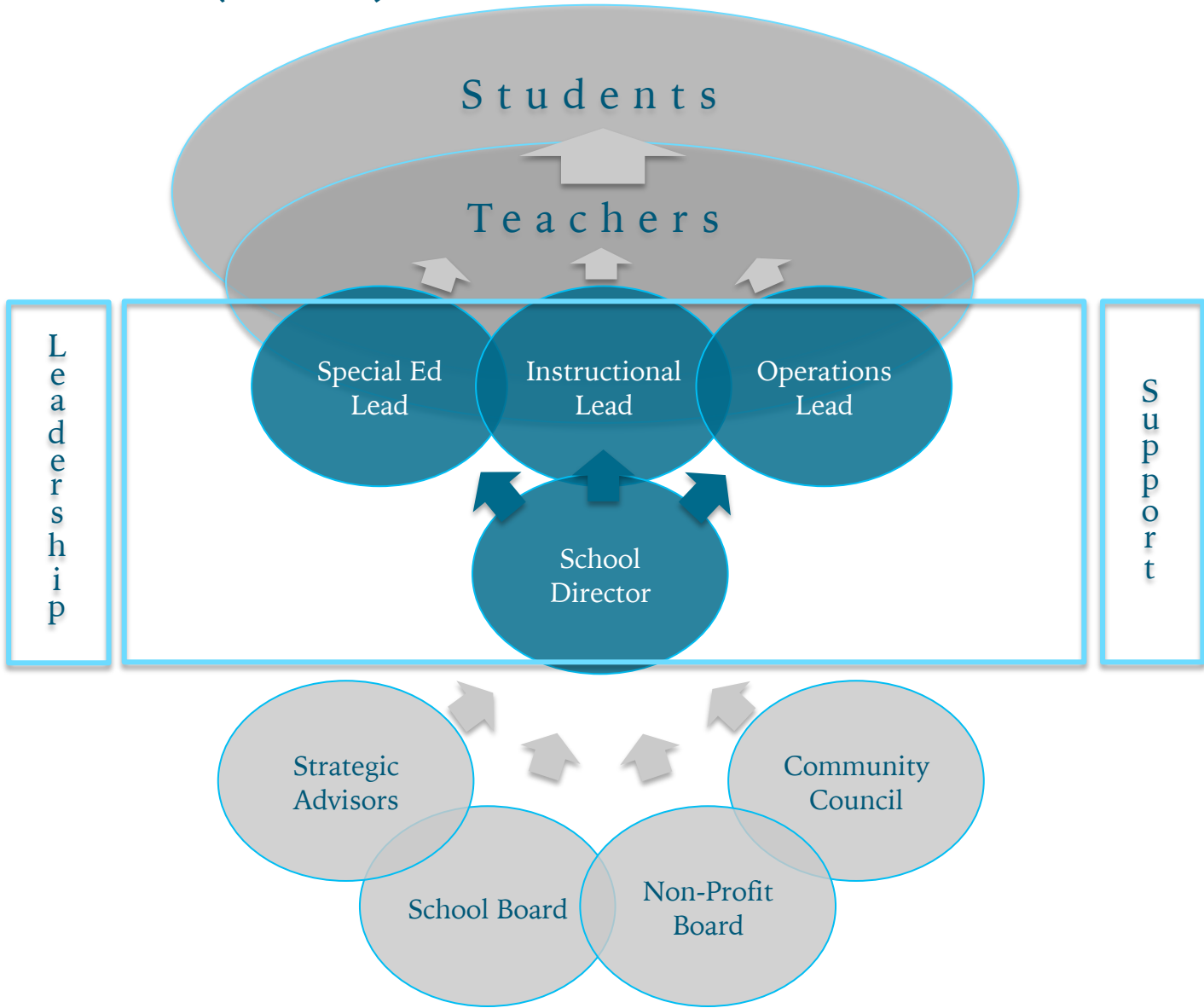- Honorary members may be added by vote of Board during any point in the year.

DH
EB

SCHOOL LEADERSHIP SUPPORT TEAM
Founding Personnel & Structure (2018-19)

Founding Board

Governing Board

School Leadership Support Team

Staffing Structure

Non-Profit Board

Community Council

Strategic Advisors

External Organizations

Students

Teachers

Leadership

Special Ed Lead

Instructional Lead

Operations Lead

School Director

Support

Strategic Advisors

Community Council

School Board

Non-Profit Board

SCHOOL LEADERSHIP SUPPORT TEAM
Conceptual framing

Founding Board

Governing Board

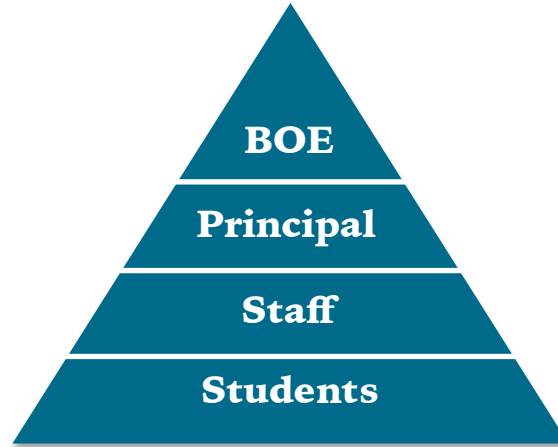**School Leadership
Support Team**

Staffing Structure
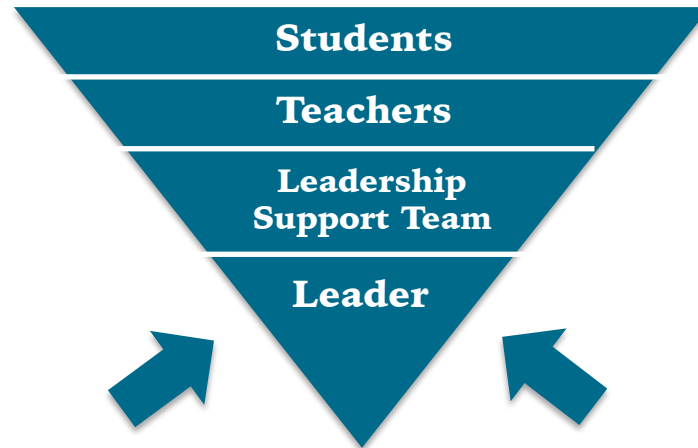
Non-Profit Board

Community Council

Strategic Advisors

External
Organizations

**TRADITIONAL
HIERARCHY**

Traditional management structure is viewed in a top-down, hierarchical fashion; with regard to education, this places students at the bottom and receivers of strategy and decisions.

OUR STRUCTURE

We are about supporting and developing our teachers so they can support and develop our kids. This mentality keeps us focused on building systems and structures in support of our students.

SCHOOL LEADERSHIP SUPPORT TEAM
Year 1 (2018-19) & Year 2 (2019-20)

Founding Board

Governing Board

School Leadership Support Team

Staffing Structure

Non-Profit Board

Community Council

Strategic Advisors

External Organizations

Year 1 Staff Size: 9 (6th grade)
Year 2 Staff Size: 16 (6th, 7th)

Note: we will maintain the same founding leadership-support team for years 1 & 2 of operation to ensure continuity.
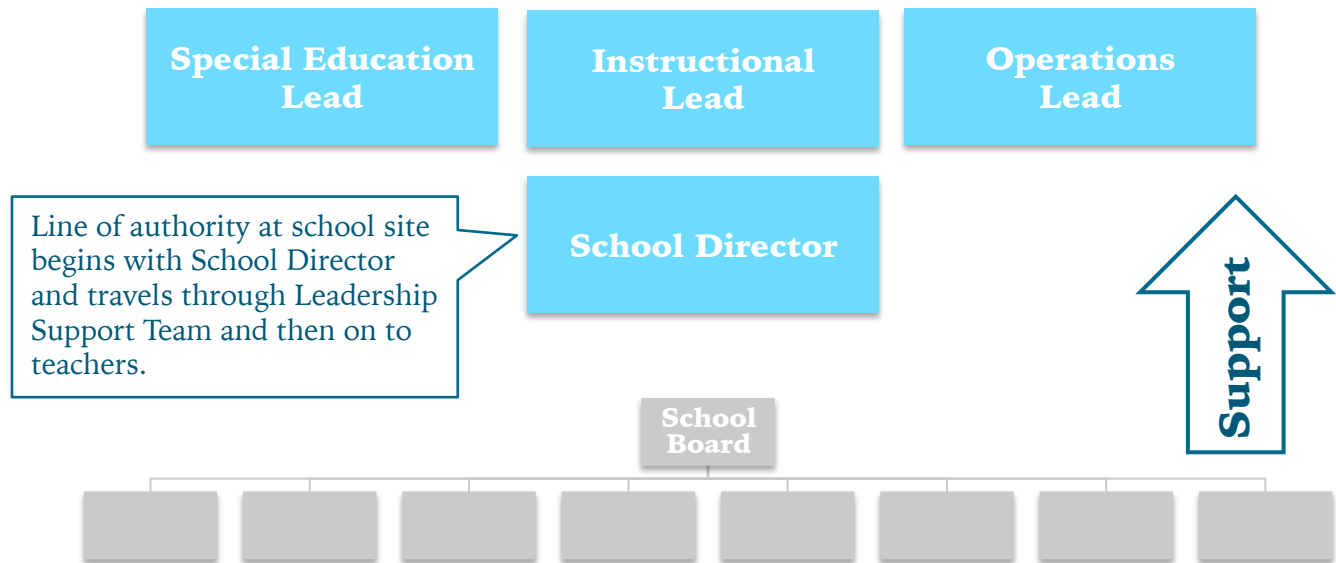
Special Education Lead	Instructional Lead	Operations Lead

School Director

Line of authority at school site begins with School Director and travels through Leadership Support Team and then on to teachers.

School Board

Support

SCHOOL LEADERSHIP SUPPORT TEAM

Year 3 (2020-21)   **Year 3 Staff Size: 23 (6th, 7th, 8th)**

Founding Board

Governing Board

School Leadership Support Team

Staffing Structure

Non-Profit Board

Community Council

Strategic Advisors

External Organizations

Note: Teacher leader can be from any content area; they are nominated as lead teacher from their grade and elected by Leadership Support Team.

8th grade teacher leader

7th grade teacher leader

6th grade teacher leader

Special Education Lead

Instructional Lead

Operations Lead
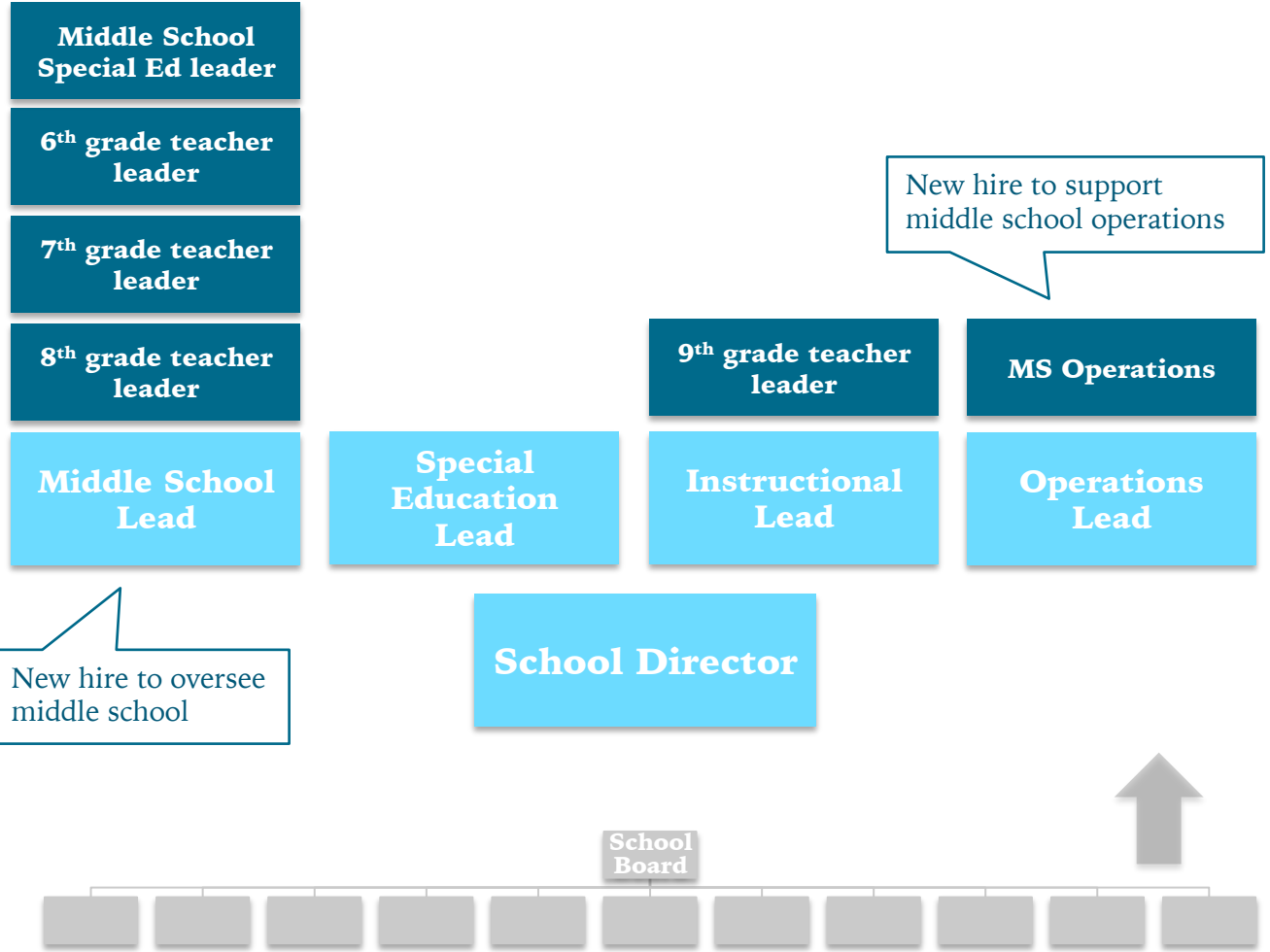
School Director

School Board

DH / EB

SCHOOL LEADERSHIP SUPPORT TEAM

Year 4 (2021-22)   Year 4 Staff Size: 32 (6th, 7th, 8th, 9th)

Founding Board

Governing Board

School Leadership Support Team

Staffing Structure

Non-Profit Board

Community Council

Strategic Advisors

External Organizations

Middle School Special Ed leader

6th grade teacher leader

7th grade teacher leader

8th grade teacher leader

9th grade teacher leader

MS Operations

New hire to support middle school operations

Middle School Lead

Special Education Lead

Instructional Lead

Operations Lead

New hire to oversee middle school

School Director

School Board

SCHOOL LEADERSHIP SUPPORT TEAM

Year 5 (2022-23)   *Year 5 Staff Size: 39 (6th, 7th, 8th, 9th, 10th)*

Founding Board

Governing Board

School Leadership Support Team

Staffing Structure

Non-Profit Board

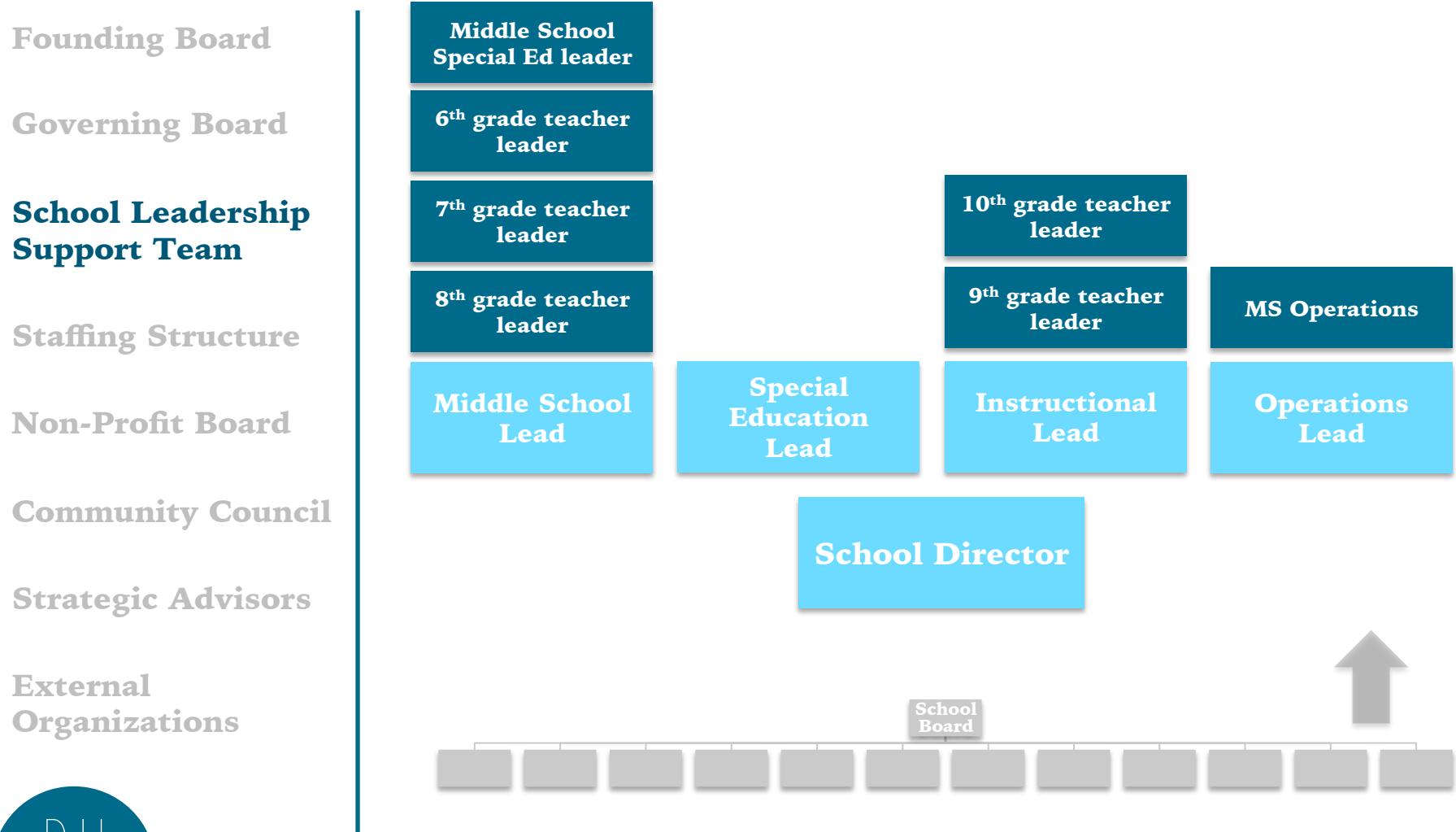Community Council

Strategic Advisors

External Organizations

| Middle School Special Ed leader |
| 6th grade teacher leader |
| 7th grade teacher leader |
| 8th grade teacher leader |

| 10th grade teacher leader |
| 9th grade teacher leader | MS Operations |

Middle School Lead   **Special Education Lead**   **Instructional Lead**   **Operations Lead**
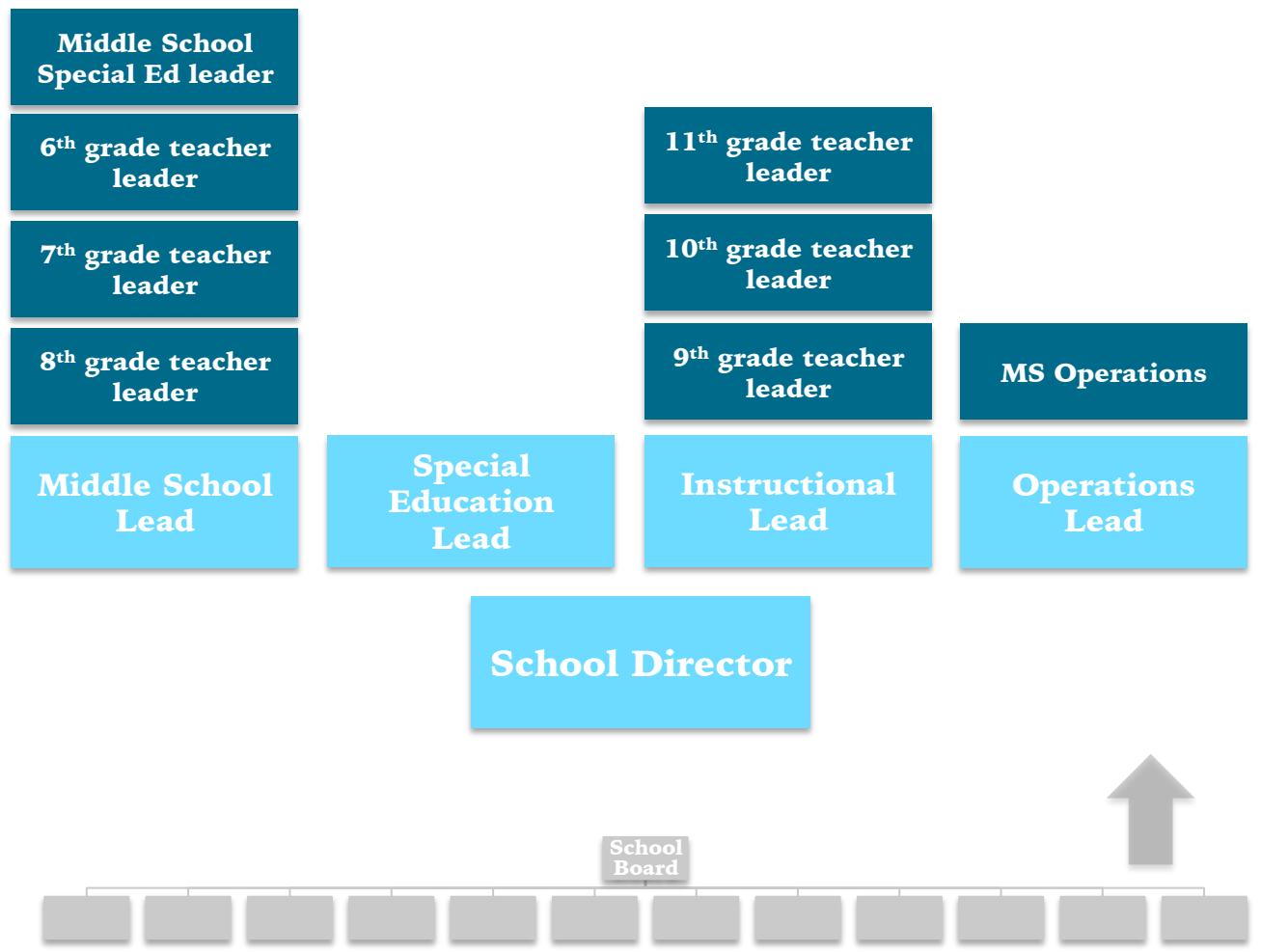
School Director

School Board

SCHOOL LEADERSHIP SUPPORT TEAM

Year 6 (2023-24)   Year 6 Staff Size: 46 (6th, 7th, 8th, 9th, 10th, 11th)

Founding Board

Governing Board

School Leadership Support Team

Staffing Structure

Non-Profit Board

Community Council

Strategic Advisors

External Organizations

Middle School Special Ed leader		11th grade teacher leader	
6th grade teacher leader		10th grade teacher leader	
7th grade teacher leader		9th grade teacher leader	MS Operations
8th grade teacher leader			
Middle School Lead	Special Education Lead	Instructional Lead	Operations Lead

School Director

School Board

SCHOOL LEADERSHIP SUPPORT TEAM

Year 7 (2024-25 / Terminal Year)   Year 7 Staff Size: 52 (6th, 7th, 8th, 9th, 10th, 11th, 12th)

Founding Board

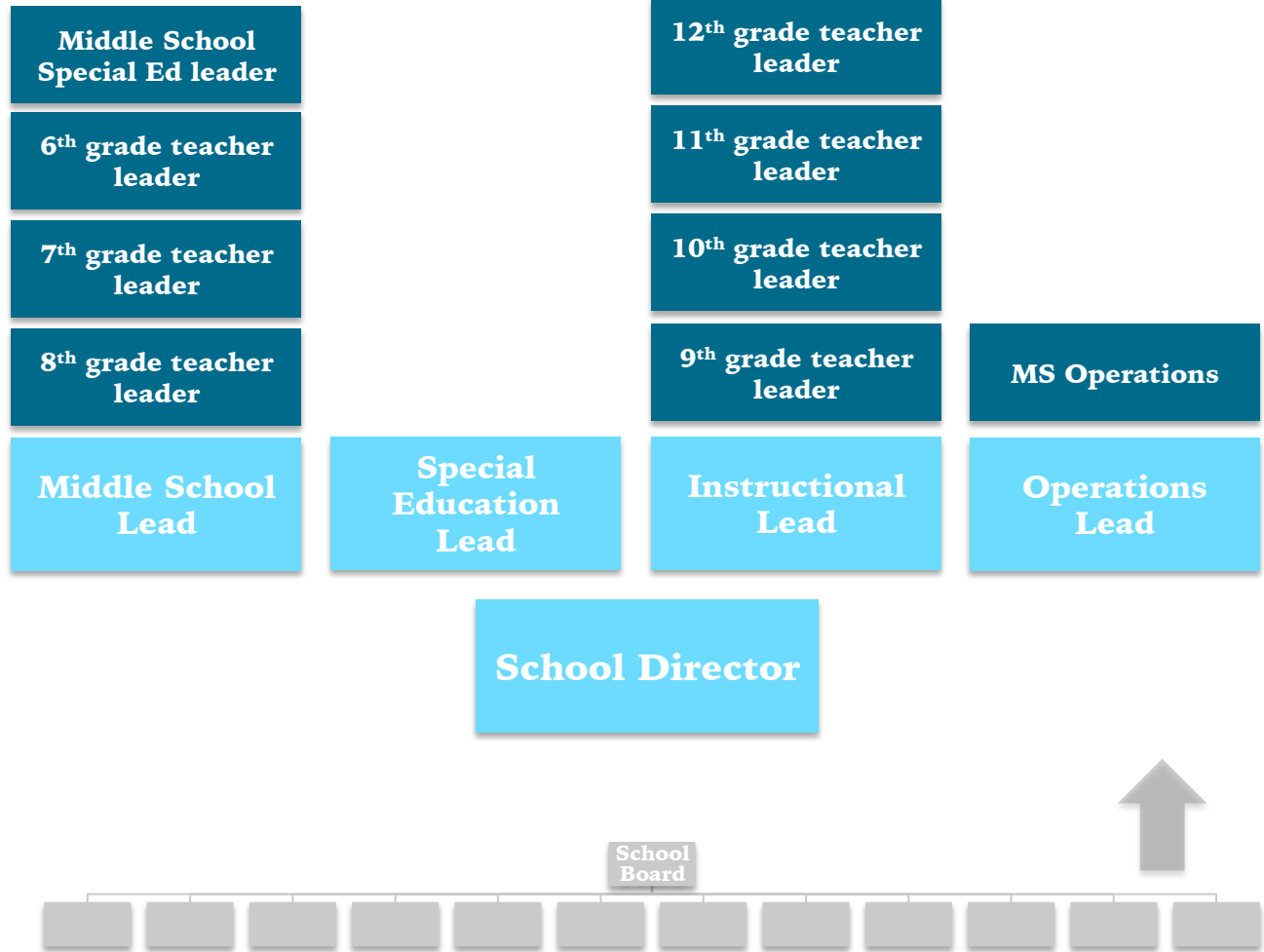Governing Board

**School Leadership
Support Team**

Staffing Structure

Non-Profit Board

Community Council

Strategic Advisors

External
Organizations

Middle School Special Ed leader		12th grade teacher leader	
6th grade teacher leader		11th grade teacher leader	
7th grade teacher leader		10th grade teacher leader	
8th grade teacher leader		9th grade teacher leader	MS Operations
Middle School Lead	Special Education Lead	Instructional Lead	Operations Lead

School Director

School Board

DH
EB

STAFFING STRUCTURE | HIGHLIGHTS

Founding Board

Governing Board

School Leadership
Support Team

Staffing Structure

Non-Profit Board

Community Council

Strategic Advisors

External
Organizations

- Special Education teacher added for each cohort, potentially looping with students to build relationships and supports over multiple years.

- Theatre staff in both 7th and 8th grade, highlighting investment in performing arts, creative expression, and identity development.

- Middle School Lead added year four to run 6th, 7th, and 8th grade while high school is added, offering differentiated leadership and operational focus through school growth.

- Lean "administrative" staff supports teacher-leadership model whereby certain cohort teachers take on additional duties (cohort-elected, stipend-supported).

- Elective teachers may take on leadership roles through teacher-leadership model as well.

- UH Mānoa and UH West Oʻahu teaching candidates will be integrated into teaching and learning model as teaching fellows (unpaid; not reflected in FTE staffing chart; placement TBD).

STAFFING STRUCTURE (YEARS 0 – 3)
Staff added each year (each 1.0 FTE)

	2017-18	2018-19	2019-20	2020-21
Founding Board	**Year 0**	**Year 1 (+6th)**	**Year 2 (+7th)**	**Year 3 (+8th)**
Governing Board				
School Leadership Support Team		ELA	ELA	ELA
		Math	Math	Math
Staffing Structure		Science	Science	Science
Non-Profit Board		Social Studies	Social Studies	Social Studies
Community Council	*Founding 501(c)(3) Board*	Hawaiian Studies	Theatre	Theatre
Strategic Advisors		Special Ed Lead	Language	Language
	Founding School Board	Operations Lead	Special Ed	Special Ed
External Organizations		Instructional Lead		
	School Director			

Founding Leadership Support

Teachers

	TOTAL STAFF		
1	**9**	**16**	**23**

STAFFING STRUCTURE (YEARS 4 – 7)

Staff added each year

	2021-22	2022-23	2023-24	2024-25
Founding Board	**Year 4 (+9th)**	**Year 5 (+10th)**	**Year 6 (+11th)**	**Year 7 (+12th)**
Governing Board				
School Leadership Support Team	ELA	ELA	ELA	ELA
	Math	Math	Math	Math
Staffing Structure	Science	Science	Science	Social Studies
	Social Studies	Social Studies	Social Studies	Drama/Theatre
Non-Profit Board	Physical Ed.	Health	Drama/Theatre	Language
Community Council	Language	Language	Language	Special Ed
	Special Ed	Special Ed	Special Ed	
Strategic Advisors	Operations			
External Organizations	Middle School Lead			
TOTAL STAFF	**32**	**39**	**46**	**52**

STAFFING STRUCTURE (YEARS 1 – 7)

2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Year 1 (+6th)	Year 2 (+7th)	Year 3 (+8th)	Year 4 (+9th)	Year 5 (+10th)	Year 6 (+11th)	Year 7 (+12th)
ELA	ELA	ELA	ELA	ELA	ELA	ELA
Math	Math	Math	Math	Math	Math	Math
Science	Science	Science	Science	Science	Science	Social Studies
Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Drama/ Theatre
Hawaiian Studies	Theatre	Theatre	Physical Ed.	Health	Drama/ Theatre	Language
Special Ed Lead	Language	Language	Language	Language	Language	Special Ed
Operations Manager	Special Ed	Special Ed	Special Ed	Special Ed	Special Ed	
Instructional Coach			Operations			
School Director			Middle School Lead			

Teachers with this color are hypothetical Leadership Support Team members in accordance with our teacher leadership model

NON-PROFIT BOARD (2018-19, Y1)

Founding Board

Governing Board

School Leadership
Support Team

Staffing Structure

Non-Profit Board

Community Council

Strategic Advisors

External
Organizations

Chair

Vice Chair

Treasurer

Secretary

School Director*

Board Member

Board Member

Board Member
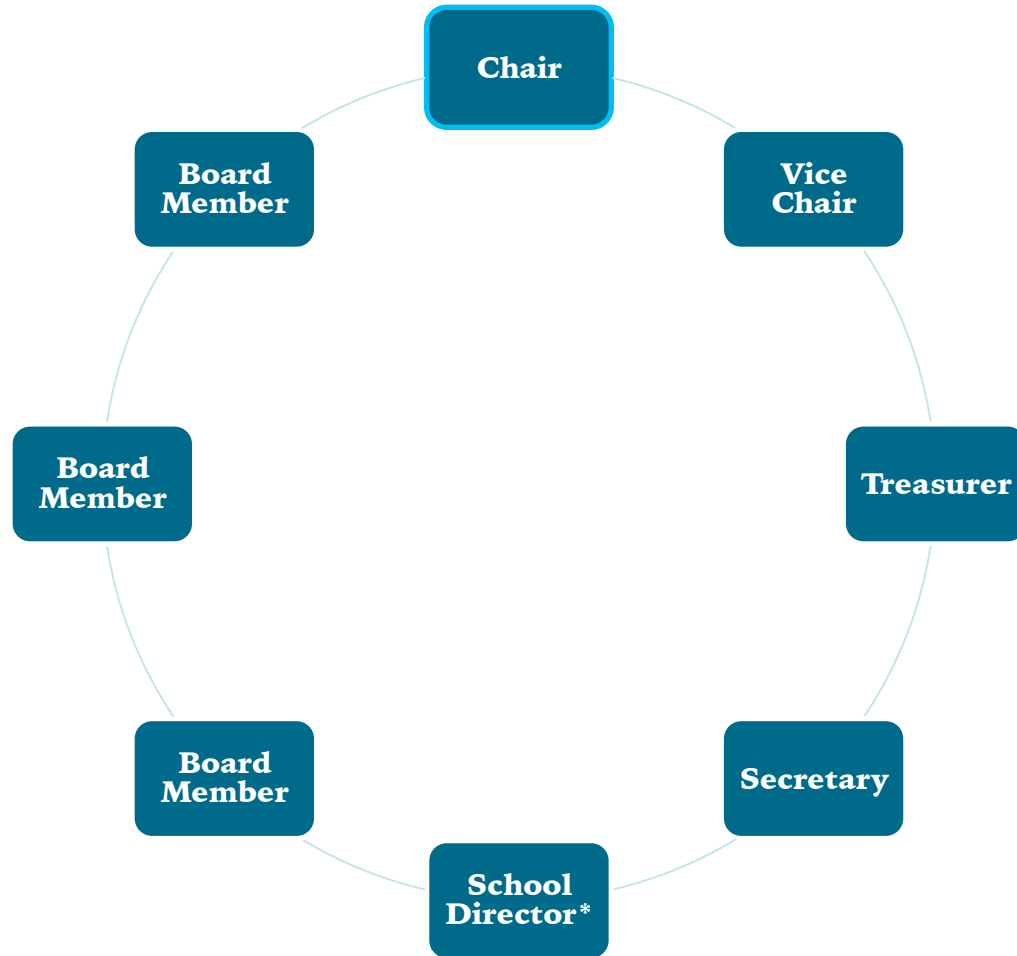
* School Director is ex-officio and will not have voting privileges

NON-PROFIT BOARD TENURE

Founding Board

Governing Board

School Leadership
Support Team

Staffing Structure

Non-Profit Board

Community Council

Strategic Advisors

External
Organizations

- The number of members constituting the entire Board shall be not less than seven nor more than fifteen;

- As the board grows during the growth of the school, additional board members will be added, others will rotate off (if decided), and officer elections may occur;

- Honorary members may be added by vote of Board during any point in the year;

- Non-profit board does not have governing authority over school – strictly support and strategic partner;

- **School does not have financial exposure or liability to the non-profit – these are two separate entities;**

- Non-profit board bylaws available on request.

COMMUNITY COUNCIL

Founding Board

Governing Board

School Leadership Support Team

Staffing Structure

Non-Profit Board

Community Council

Strategic Advisors

External Organizations

- Our Community Council will be comprised of parents, community members, and additional stakeholders;

- One member will be appointed by school board to serve as Council Lead and school liaison, developing meeting schedule, agenda items, community engagement, and support, among other items;

- Council Lead will work closely with School Director to inform decisions and represent larger Community Council membership.

Please note: Community Council structure and scope will be more fully developed spring 2018 with Leadership Support Team and existing, engaged community members.
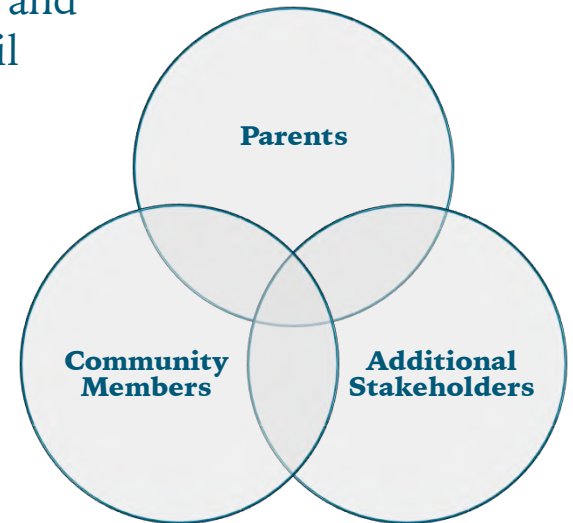
STRATEGIC ADVISORS

- DreamHouse has received long-standing, strategic council from a handful of local and national educational leaders; each serves as a member of the DreamHouse family, albeit in an official capacity.

- The following individuals have offered considerable guiding advice and council and we continue to thought-partner with each as we move forward towards open and operation:

Name	Affiliation
Dr. Verlie Ann Malina Wright	Pacific American Foundation
Dr. Michael J. Chun	Kamehameha Schools (retired)
Dr. Walter Kahumoku III	UH West Oʻahu
Ed Oshiro	Ewa Makai Middle School (retired)
Mary Grassa O'Neill	Harvard Graduate School of Education
Dr. Robert Livingston	Harvard Kennedy School
Stephanie Dalton	US Department of Education (former)
Phillip Garza	IDEA Public Schools
Seth Saavedra	Native American Community Academy
Leilani McGee	HIT Services Maui

EXTERNAL ORGANIZATIONS

Founding Board

Governing Board

School Leadership
Support Team

Staffing Structure

Non-Profit Board

Community Council

Strategic Advisors

**External
Organizations**

- External organizations may support DreamHouse academically, organizationally, or financially; it is ultimately up to the school board as to whether or not their partnership will be strategic and beneficial to our school;

- External organizations will interact primarily with school director and / or board chair upon initial partnership for accountability and organizational purposes;

- Founding Leadership Support Team will develop protocols and partnership expectations (internal/external) during the planning year.
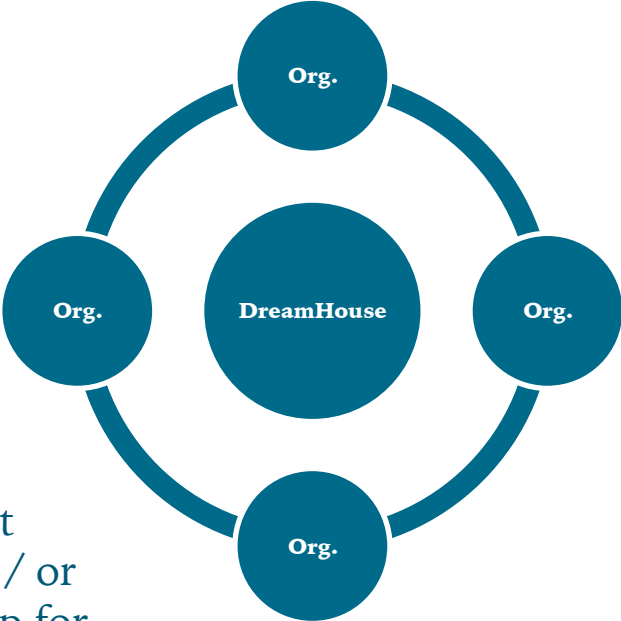
School Board Bylaws

As of January 2017

I. General Provisions

<u>Legal Status and Name</u>. DreamHouse (the "School") is a proposed public school established by the granting of a charter by the Hawaiʻi State Public Charter School Commission, as may be amended from time to time (the "Charter").

<u>Mission</u>. Our Mission is to empower children to be affirmed in their identities, grounded in and committed to the values of our community, and equipped with skills to be leaders. We believe in children driving change, and doing so in a way that they know who they are, what they stand for, and how they will have a positive impact on our community.

<u>Location</u>. The proposed community the school will serve is Ewa, Ewa Beach, otherwise considered the Campbell sub-complex as part of the Campbell-Kapolei Complex. The Board of Trustees may change that location with the approval of the Hawaiʻi Department of Education. The Board may establish other offices and places of business in Hawaiʻi or elsewhere as is permitted by law.

<u>Fiscal Year</u>. Except as from time to time otherwise determined by the Board, the fiscal year of the School shall begin on July 1 and end on June 30 in each year.

II. Board of Trustees

Powers and Responsibilities. The Board of Trustees (the "Board") is a public entity and shall have governance and control over all of the general policies, operations, assets, and affairs of the School; including appointing and evaluating the school director, managing the financial affairs of the School and approving the annual budget, and shall further exercise all of the powers of the School except as otherwise provided by law or these Bylaws.

Number and Term of Trustees. The number of Trustees constituting the entire Board shall be not less than seven nor more than fifteen. They shall be divided into three groups of approximately equal size and shall serve staggered terms with the term of one group expiring in each successive year. A term is generally defined as three years; however, the Board may at its discretion adjust the term for new Trustees to ensure balance among the three rotating groups.

Election of Trustees. The Board may not discriminate against potential members on the basis of age, sex, sexual orientation, race, national origin, ancestry, religion, marital status, or non-disqualifying handicap or mental condition. All Trustees hold office from the time of their election until the Annual Meeting coinciding with the expiration of their term of office. Trustees shall be elected by majority vote of the remaining Trustees then in office except as otherwise expressly provided in these Bylaws. The Trustees may at any time hold a special meeting to fill any vacancy in the Board caused by death, resignation, removal or disqualification. Once elected, a Trustee may take official action only after the Trustee's membership has been approved by the Hawai'i Department of Education.

II. Board of Trustees (continued)

Diversity. DreamHouse will actively seek a diverse range of trustees across lines of difference including gender, ethnicity, professional experience, and culture.

Honorary Trustees. By vote of the Board, individuals of special significance to the School may be appointed as non-voting Honorary Trustees.

Annual Meeting. The Annual Meeting of the Board shall be held between November 1 and December 31 of each calendar year, or at such time, other than a legal holiday, as the Board shall determine. Notice of the annual meeting shall be given as provided in Section 2.108 of these Bylaws.

Regular Meetings. Regular meetings of the Board are scheduled by a calendar annually approved by the Board. The Board shall hold no fewer than four (4) regular meetings during the calendar year.

Special Meetings. Special meetings, defined as those not on the annually approved calendar, of the Board may be held at any time and at any place when called by the Board Chair or by two or more Trustees.

Open Meeting Law. All meetings of the Board shall be posted and conducted in accordance with Hawai'i State Law, as amended from time to time, or any successor statute.

II. Board of Trustees (continued)

Notice of Meetings. Public notice of meetings shall be given as required by law. In addition, notice of the place, date, and hour of all regular or special meetings shall be given to each Trustee by the Clerk of the Board or by the Clerk's designee. Such notice shall be given to each Trustee in person, in writing, or by telephone, telegram, facsimile, electronic mail, or web-site announcement. Such notice shall be addressed to each Trustee at his usual or last known business or residence address, or at such other address as said Trustee may from time to time designate in writing. Notice sent by mail shall be mailed at least 48 hours before the meeting., Notice given in person, by telephone, telegram, facsimile, e-mail or web-site announcement shall be sent or given at least 48 hours before the meeting. Notice of a Meeting need not be given to any Trustee if a waiver of notice, executed by that Trustee before or after the meeting, is filed with the records of the meeting, nor to any Trustees who attends the meeting without protesting prior thereto, or at its commencement, the lack of notice to him or her. Any notice to the Trustees need not specify the purposes of the meeting unless otherwise required by law, the Charter, or these Bylaws, except when the purpose of such meeting is to (1) amend or repeal the Charter or these Bylaws or (2) remove a Trustee.

Quorum. A majority of the voting Trustees then in office shall constitute a quorum for the transaction of business at any meeting of the Board, but a lesser number may by majority vote adjourn the meeting from time to time and the meeting may be held as adjourned without further notice.

II. Board of Trustees (continued)

<u>Procedure and Action By Vote</u>. The Board shall adopt its own meeting format and procedure in any manner allowed by the laws of Hawaiʻi. When a quorum is present at any meeting, the vote or concurrence of a majority of the number of Trustees present shall be required and sufficient to decide any matter or to take any action, except to the extent that a greater proportion is required by law or the Charter or these Bylaws. Voting by e-mail, proxy, or designation of an alternate to represent an absent Trustee shall not be permitted. Except as otherwise permitted by law, Trustee participation must occur in person for the purpose of a quorum or vote.

<u>Ethical Responsibilities</u>. All Trustees shall serve the School with the highest degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with the School. All Trustees are considered "special state employees" under the Hawaiʻi State Law, and are bound by the terms of such statute as it may be amended from time to time, or any successor statute.

II. Board of Trustees (continued)

<u>Committees</u>. The Board may establish standing and special committees as it may deem proper. The Board shall prescribe the membership, powers, and duties of any such committees. Unless otherwise provided by the Board, the committees shall conduct their affairs in the same manner as is provided by these Bylaws for the Board itself. Such committees may be composed entirely of Trustees or may include a mixture of Trustees and non-Trustees, provided that each committee is chaired by a Trustee, appointed by the Chair of the Board. Each such committee shall report to the Board and shall have no power to bind the School.

<u>Minutes</u>. Proper meeting minutes will be kept for each Board meeting. Minutes should be adopted and kept including the time, date, and location of the meeting, the members present or absent, and all actions taken at the meeting, including formal votes taken.

<u>Rules of Order</u>. Except where they may be in conflict with these Bylaws, the rules of order in the current edition of Robert's Rules of Order shall govern the conduct of all meetings of the School.

III. Officers

Designation. The Officers of the Board shall be a Chair, a Vice-Chair, a Treasurer, and a Clerk, and may include additional officers if the Board so decides.

Election. The Officers of the Board shall be elected annually by the Board at its annual meeting, or in special circumstances as deemed by the Board Chair, at regular or special meetings during the year.

Qualifications. All Officers of the Board shall either be residents of Hawaiʻi, or, if they do not reside in Hawaiʻi, they must have a demonstrate demonstrate to the Board a significant and strategic connection and vested interested in the success of the School, and satisfy all other applicable legal requirements. So far as is permitted by law, any two or more offices may be held by the same person.

Tenure. Subject to law, to the Charter and to the other provisions of these Bylaws, the Officers of the Board shall each hold office until the next annual meeting of the Board or until their successors are elected and qualified, unless a shorter term is specified in the vote electing or appointing them. Officers shall be eligible to serve upon re-election for repeated terms. If any Office of the Board becomes vacant, the Trustees shall elect a successor, who shall hold office for the unexpired duration of the term.

General Duties and Powers. Subject to law, to the Charter and to these Bylaws, each Officer shall have, in addition to the duties and powers herein set forth, such duties and powers as are commonly incident to the office and such duties and powers as the Board may from time to time designate.

III. Officers (continued)

<u>Chair and Vice-Chair</u>. The Chair shall establish the agenda for and preside over all meetings of the Board, and shall have such other powers, functions, and duties as the Board may specify or delegate to the Chair. In the absence of the Chair from any meeting of the Board, the Vice-Chair shall preside. With the approval of the Board, the Vice-Chair may also assist the Chair by taking on general or particular assignments.

<u>Treasurer</u>. The Treasurer shall oversee the general financial affairs of the School, subject to the direction and control of the Board. The Treasurer shall have such other powers and duties as are usually incident to that office and as may be vested in that office by these bylaws or by the Trustees.

<u>Clerk</u>. The Clerk shall maintain records of all proceedings of the Board in a book or books kept for that purpose. Such copies and records shall be kept with the school and shall be open at all reasonable times for inspection by the Trustees at the principal office of the School or at an office of the Clerk or of its resident agent. If the Clerk is absent from any meeting of the Board, the Trustees shall appoint a Clerk pro tem to record the proceedings and otherwise to assume temporarily the Clerk's responsibilities.

III. Officers (continued)

School Director. The Board shall appoint an additional Officer with the title School Director, who shall be responsible for carrying out the mission of the School in accordance with policies established by the Board. The School Director shall be responsible for the day-to-day operations of the School; for the selection, appointment, evaluation, and/or removal of school staff; and execution of such other roles as the Board may specify. The School Director shall serve ex-officio as a non-voting member of the Board and therefore not count toward a quorum of the Board. The Board shall have the authority to select, appoint, evaluate, and/or remove the School Director.

Other Officers. Other officers may be appointed and shall have such duties and powers as are prescribed by the Board.

IV. Resignation, Removals, Records, and Vacancies

Resignation. Any Trustee or Officer may resign at any time by delivering his or her resignation in writing to the Chair or to the School at its principal office. Such resignation shall be effective upon receipt unless specified to be effective at some other time.

Removals. Any Trustee may be removed from office with or without cause by affirmative vote of a majority of the Trustees then in office. Officers appointed by the Board may be removed from office with or without cause at any time by vote of a majority of the Trustees present and voting. Any Trustee who fails to attend three (3) consecutive regularly scheduled meetings of the Board may be removed from office following a vote of affirmation for removal by a majority of the remaining Trustees.

Records. It shall be the duties of all Board of Trustees, officers, and committee chairpersons upon leaving office to turn over to their respective successors immediately all records and data.

Vacancies. If the office of any Trustee is vacant for any reason, a successor or successors may be elected by vote of a majority of all remaining Trustees then in office. The Board may exercise all of its powers notwithstanding the existence of one or more vacancies in the Board. Each such successor elected or appointed by the Board shall hold office for the unexpired term of the departed Trustee, subject to the provisions of this section. No Trustee may take official action relating to matters of the Board until approved by the Department of Elementary and Secondary Education.

V. Compensation, Personal Liability, and Indemnification

Compensation. No Trustee or Officer shall receive any compensation for services rendered as a Trustee or Officer of the School. Notwithstanding the foregoing, any Trustee or Officer may receive reasonable compensation for services rendered as an employee of the School, and any Trustee or Officer may, if authorized by the Chair or by the Board, be reimbursed for necessary expenses, including travel expenses, reasonably incurred by the Trustee or Officer in the performance of duties as a Trustee or Officer of the School.

Personal Liability. To the extent permitted by law, the Trustees and Officers of the School shall not be personally liable for any debt, liability, or obligation of the School. Except as permitted by law, all persons, corporations or other entities extending credit to, contracting with, or having claims against the School may look only to the funds and property of the School for payment of any such contract or claim or for the payments of any debts, damages, judgment, or decree, or of any money that may otherwise become due and payable to them from the School.

Indemnification. The School shall indemnify Trustees as required by law. In addition, by vote of the Board at its sole discretion, the School may further indemnify Trustees as permitted by law.

VI. Miscellaneous

Amendments. These Bylaws may at any time be amended or repealed, in whole or in part, by vote of a majority of the Trustees then in office at any meeting of the Board. No amendments shall take effect until approved by the Hawaiʻi Department of Education.

Execution of Instruments. Except as the Trustees may generally or in particular cases authorize the execution thereof in some other manner, all deeds, leases, transfers, contracts, bonds, notes, checks, drafts, and other obligations made accepted or endorsed by the corporation, shall be signed by the Chair or by the Treasurer.

Corporate Records. The records of all meetings of the Board, the names, and addresses of the Trustees and Officers of the School, and the originals or attested copies of the Charter and Bylaws of the School shall be kept at the principal office of the School.

Mailing Address. The mailing address of the School will be determined upon securing a building and school site. Until further notice, the address for communication with the proposed school shall be P.O. BOX 1058, Honolulu, Hawaiʻi, 96808-1058, or such other address as the Trustees may designate from time to time.

Mahalo.

DreamHouse Ewa Beach

Exhibit 4: Board Member Information Form

Board Member Information
To be completed individually by each Applicant Governing Board member. All forms must be signed by hand.

Serving on a public charter school governing board is a position of public trust and fiduciary responsibility. As a governing board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its Charter Contract.

As part of the application for a new charter school, the Commission requests that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage governing board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background

1. Name of charter school on whose governing board you intend to serve: DreamHouse

2. Your Contact Information:
   Name: Dr. Deborah K. Zuercher
   Phone: ▮▮▮▮▮▮▮
   E-mail: Zuercher@hawaii.edu

3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
   X Resume and professional bio are attached to this form.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
   ☐ Does not apply to me   X Yes

5. Why do you wish to serve on the governing board of the proposed charter school?

   I want to contribute the knowledge and experience I have gained as a classroom teacher, principal and university professor to support a community-based school on my island home that empowers children to be affirmed in their identities, grounded in and committed to the values

of our community, and equipped with skills to be leaders. I believe in student-centered pedagogy and children driving change, and doing so in a way that they know who they are, what they stand for, and how they will have a positive impact on our community.

6. What is your understanding of the appropriate role of a public charter school governing board member?

I served on an International Baccalaureate and private school board in Ohio. From these experiences and higher education, I understand that my role as a public charter school governing board member includes:

- Supporting local governance of the school's academic, community-based - organizational, and financial aspects;
- To help ensure that all school operations align with the charter;
- To ensure instructors have the resources for strong educational program delivery to students and the community;
- To actively partner with school management to listen to participant voice and troubleshoot, support, and sustain the school;
- Advocating for the best interest of the school in all public communication.

7. Describe any previous experience you have that is relevant to serving on the charter school's governing board (*e.g.*, other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

- I have five years of service on an International Baccalaureate and private school board in Ohio as a consultant and principal;
- I spearheaded a K-12 private school five year strategic planning process in Ohio.
- I have served as a consultant for community-based schools' accreditation documentation in Ohio, American Samoa and Hawaii;
- I have served as a consultant for the transition to Common Core State Standards within diverse cultural contexts in Hawaii, American Samoa, Saipan, Guam and Palau;
- I supported teacher professional development as a qualitative research consultant to help teachers utilize their classroom action research data as part of the culturally-responsive Kamehameha Collaborative Inquiry Project.
- I researched the national standards and wrote the University of Hawaii at Manoa Institute of Teacher Education program's National Council for Accreditation of Teacher Education (NCATE) successful elementary education report.
- I served as the Principal Investigator of the American Samoa Teacher Education Program for over five years and managed all aspects of this successful transnational program.
- I continue to mentor graduate teacher candidates as an associate professor at the University of Hawaii at Manoa Institute of Teacher Education across the Pacific.

- I received a Fulbright Scholarship to explore multilingual and culturally-responsive education in 2013.

8. Describe the specific knowledge and experience that you would bring to the governing board.

The specific knowledge and experience that I bring to the governing board is outlined in my curriculum vitae. I highlight my knowledge and experience as a public school classroom teacher, private school principal, university teacher educator, university field supervisor, qualitative researcher, and community education consultant. I bring community-based knowledge and experience through ten years of education service in the Pacific in addition to international perspective through a Fulbright Scholarship and active national and international education conference participation.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?

I have been consistently invited to participate in the creation of the school's mission and guiding belief statements for the past three years and have the following understanding:

Mission: Our Mission is to empower children to be affirmed in their identities, grounded in and committed to the values of our community, and equipped with skills to be leaders. We believe in children driving change, and doing so in a way that they know who they are, what they stand for, and how they will have a positive impact on our community.

Guiding Beliefs:
- We believe in the tremendous potential of the children growing up in Ewa Beach and want to see them live fulfilling, successful lives;
- We believe in serving these children, welcoming their unique identities into the classroom, and empowering them as leaders;
- We believe in growth mindsets in our staff; engaged and committed teachers engaged in professional development and committed to getting better for students;
- We believe the assets and people of Ewa Beach are integral to our students' journeys.

2. What is your understanding of the school's proposed academic plan?

Academic excellence, leadership and college and career readiness for students with a unique Pacific identity in Ewa Beach, Hawaii is the goal of the proposed academic plan:

- The Academic Plan is grounded in leadership, identity, high academic expectations, and 21st century skills;

- o Identity - encouraging children to bring into the classroom and school their identity, culture, heritage, and values;
- o Leadership - honoring our community and islands and committing to better ourselves in order to serve, improve, and further the well-being of our island community;
- o High Academic Expectations as outlined in national Common Core and state standards for college and career opportunity and success;
- o 21st Century Skills - developing a culturally-responsive set of 21st century skills preparing students to successfully navigate middle, high school, and college with local, national, and global lenses
- The Academic Plan's four main components (leadership, identity, high academic expectations, and 21st century skills) provide the foundation of all school operations;
- The plan will be contextualized for Hawaii as well to highlight place-based learning opportunities so students see the relevance of schooling to their lives;
- Teaching, curriculum, assessment, instructional methods, and the learning environment will be centered on student inquiry, problem-solving and exploration of concepts and skills;

3. What do you believe to be the characteristics of a successful school?

As a former middle/secondary level principal, I summarize the characteristics of a successful school as academic excellence, developmental appropriateness and social justice. These overarching themes support the following characteristics of a successful school:

Academic Excellence:
- A strong academic philosophy supported by exceptional teachers and learning environments;

Developmental Appropriateness:
- Students who feel supported to learn at their own developmental readiness pace, feel challenged and encouraged to take risks and excel, and who realize their own growth as success;

Social Justice:
- Adults who care for and empower students to think critically for themselves;
- Adults who care for, support and empower each other;
- Administration that supports teachers;
- A capable and invested school board committed to successful execution of the academic, organizational, and financial plan for the school;
- Parents and families who are engaged in the decisions, happening, and progress of their child and school;
- Community is engaged and welcomed into the school;
- Teaching staff and leadership reflects local community;
- School leadership and board is steeped in local knowledge and receptive to feedback and changing dynamics

4. How will you know that the school is succeeding or is not succeeding in its mission?

As a qualitative education researcher, I believe in continuously collecting and analyzing contextualized data to inform participants' professional practices. Specific areas for this type of continuous qualitative action research include a descriptive analysis of how:

- The school is adhering to its charter with organizational integrity;
- Components from the academic plan are being actualized;
- Participant voice from interview (talk story), artifact analysis and survey indicators from students, staff, parents, community, and board rank overall satisfaction and feeling engaged, welcomed, appreciated;
- To create instructional interventions to ensure that student academic results trend in a positive direction;
- A community-based school promotes culturally-responsive identity and leadership;
- Financially, the school adheres to state performance standards and is a responsible steward of resources;

Governance

1. Describe the role that the governing board will play in the school's operation.
   I believe that the governing board exists in an advisory nature to support students, teachers and administration at the charter school to specifically:
   - Support local governance of the school across academic, organizational, and financial aspects of operating a school;
   - Assist with supporting and managing the school director and administrative teams;
   - Divide into committees and oversee various areas (hiring pipeline, funding, etc.) in depth;
   - Uphold alignment to the charter;
   - Ensure support for teacher to facilitate strong educational program delivery to students and the community;
   - Offer strategic planning to school director and leadership;
   - Maintain fiduciary transparency and responsibility;
   - Maintain ethical operation of the school through oversight and partnership;
   - Respond to and engage with State Commission and community stakeholders as needed

2. How will you know if the school is successful at the end of the first year of operation?
   We will continuously collect and analyze contextualized data and use this data analysis to report on the following emergent themes:
   - Student demographics: a diverse cohort of 100 students participating from Ewa Beach;
   - A roster of 100 students for year two drawn fairly from a lottery;
   - Physical facilities in place for year two;
   - Expand teacher hire necessary to teach 6th and 7th grade as outlined in growth model;
   - Fundraising goals for the year;
   - How components of our charter contract were actualized across academic, organizational, and financial areas;
   - Academic goals realization;

- Families and communities will offer perspectives;
- Student perspective and retention;
- School and community partnerships;

3. How will you know at the end of five years if the school is successful?
   A strategic plan for a charter school includes both one year and longer-term, five-year goals and objectives. The following areas have been outlined as data collection measures for school success:
   - According to the growth plan, there will be 500 students, grades 6-10, ready to add 11th grade in our 6th year;
   - Active and intentional teacher recruiting pipeline, strong staff retention and full staff;
   - Stakeholder demographics include full school and non-profit boards with diverse members from across the community;
   - A positive growth financial position as indicated by Commission metrics;
   - A renewed charter status;
   - Strong partnerships with community organizations and institutional entities in the area and islands;
   - Physical facility;
   - Sustainable with per pupil government funds;
   - Strong student retention;
   - The educational plan exhibits academic growth, students exceeding goals, and teachers supporting the model and school;

4. What specific steps do you think the governing board will need to take to ensure that the school is successful?
   To provide informed and current advisement for school success, the governing board will need to:
   - Exhibit community representation and diversity with experienced members committed to the success of our students, school, and community;
   - Develop and grow professionally as a board, staying current with best practices to support personnel, in order to optimize our size, structure, reach, and potential;
   - Remain informed and engaged in all aspects of the operation and growth of the school;
   - Continue to engage in the local educational and charter landscape evolution as positive public advocates;
   - Listen to participants' perspectives and be responsive with care, empathy and action.

5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?
   I believe ethical actions positively impact student achievement, teacher effectiveness, administrative ease and stakeholder positive perceptions. If a board member is perceived as acting in ways that impede these attributes, the following steps should be taken:
   - Document the actions in question.

- Refer to discrepancies between documented member actions and bylaws and raise questions internally to board chair and school director;
- Meet with board president, school director, and members concerned to problem solve;
- Highlight potential breach of ethics and allow for board chair and school director to assist in determining arbitration and next steps;
- If egregious, support a motion to remove concerned individuals from board;
- If questionable, but not damaging, work with individuals, board chair, and school director to make a plan of restitution recovery, growth steps, and a vision for success.

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.

   I/we do not know these individuals ■ Yes   I have been on this founding board for three years now and know / have worked with each of the other board members.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☐ I/we do not know such employees   X Yes

   I know Alex Teece as a graduate university instructor and advisor.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   X I/we do not know such persons   ☐ Yes

4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
   X I/we do not anticipate conducting any such business   ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   X Not applicable because the school does not intend to contract with an education service provider or school management organization.

X I/we do not know such persons ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
X N/A☐ I/we have no such interest ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
X N/A☐ I/we or my family do not anticipate conducting any such business
☐ Yes

8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
X Does not apply to me, my spouse or family ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.
X None ☐ Yes

Certification

I, Dr. Deborah K. Zuercher, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect.

Dr. Deborah Zuercher _____ January 4, 2017
Signature   Date

DR. DEBORAH K. ZUERCHER, Pd.D.
University of Hawaii at Manoa
1776 University Ave
Everly Hall, Room 223
Honolulu, HI 96822
zuercher@hawaii.edu

ACADEMIC DEGREES

- Kent State University, Curriculum and Instruction. (2007). Doctor of Philosophy in Education Ph.D.
- International Teaching English as a Foreign Language (TEFL) Teacher Training. (2007). Teaching English as a Foreign Language. Certificate.
- Kent State University, (1997). Master of Arts in Teaching.
- Kent State University, (1996). Bachelor of Arts. *magna cum laude*, Music.
- University of Waterloo, (1983). Bachelor or Arts.

PROFESSIONAL EXPERIENCE

2011 – Present Associate Professor Master of Education in Teaching Program (MEdT).
Teach graduate education courses to in-service and pre-service teacher candidates. Conduct field observations and facilitate graduate field seminars. Advise graduate level teachers about course selection, dispositions and educational research projects. Teach graduate professional courses and field seminars (ITE 601, 602, 603, 604, 610, 612), ITE 427 Classroom Teaching Models in Affective Education, EDCS 602 Advanced Topics in Academic Writing/Oral Communication, EDCS 610 First Five Years of Teaching, EDCS 632 Qualitative Research Methods, EDCS 640M Adolescent Development Issues and EDCS 642 Seminar in Issues in Multicultural Middle Level Education. Advise culminating graduate Plan B research projects in three programs: Master of Education in Teaching, Middle Level Master of Education, and Curriculum Studies. Serve as liaison between the University of Hawaii and Leeward Community College. Participate in the University of Hawaii mentor-training program as a 21st Century Leadership Scholarship award recipient. Conduct research on teacher education program effectiveness. Assist with MEdT program development, documentation and assessment. Writer of the successful National Council for the Accreditation of Teacher Education (NCATE)/Association for Childhood Education International (ACEI) program reports and assessments to maintain the accreditation of the University of Hawaii College of Education MEdT Elementary Program. Member of the Middle Level Master of Education (MLMED) faculty team as a middle level course instructor and graduate advisor. Coordinator of the graduate teacher education program in American Samoa. Advise doctoral candidates in Hawaii, American Samoa and across Micronesia.

2013 Fulbright Scholar. I received an administrative Fulbright Scholarship to travel and study with a cohort of US education administrators in Germany and France during the Fall 2013 semester.

2013 College of Education Congress Leadership Award.

2013 Pacific Resource Comprehensive Center (PRCC) Consultant. The Pacific Resources for Education and Learning (PREL) and the College of Education team to provide technical assistance to the Pacific. I was invited to facilitate Common Core State Standard English technical support with an emphasis on bilingual education ESL students to American Samoa, Guam, Palau, and Saipan through webinars and face-to-face seminars.

2009-2014 Principal Investigator/International Program Administrator of the Territorial Teaching Training Assistance Project (TTTAP), Special Education and Early Childhood Education Endorsement, University of Hawaii.
Principal Investigator TTTAP: Provide program administrative leadership and vision through the development of goals, policies and procedures. Manage the transnational teacher education program including strategic planning, scheduling, stakeholder communication, curriculum and instruction implementation, physical and human resourcing, budget and fiscal allocation, recruitment and advisement of candidates, and marketing of the program. Prepare annual contracts including multi-million dollar budget, scope of work, and collaboration with American Samoa Department of Education in finalizing, executing and reporting on services specified in the contract. Plan and coordinate annual course offerings for approximately 130 teacher candidates in American Samoa including recruitment of University of Hawaii teaching faculty. Supervise four cohort coordinators, field supervisors, and administrative personnel. Work with university support institutions including Outreach College, Office of Student Academic Services, Admissions and Records, Office of Student Advising, English Language Institute, Math Department, etc. Facilitate and coordinate advisory sessions for students; coordinate Praxis test preparation and reporting; serve as a liaison between UH Manoa departments and the American Samoa Department of Education; maintain and secure appropriate program records; and plan and participate in distance technology program operations meetings.

2008 – 2010 Assistant Professor, Master of Education in Teaching Program, University of Hawaii. Teach graduate education courses to emergency hire inservice teachers. Conduct field observations and facilitate graduate field seminars. Advise graduate level teachers about course selection, dispositions and educational research projects. Teach graduate professional courses and field seminars (ITE 601, 602, 603, 604, 610, 612), ITE 313 Literacy, ITE 427 Classroom Teaching Models in Affective Education, EDCS 610 First Five Years of Teaching, and EDCS 632 Qualitative Research Methods. Teach undergraduate students ITE 343 Health at University of Hawaii Manoa and EDEE 496B Performing Arts Education and EDEE 324 Health, PE and Movement at University of Hawaii West Oahu. Advise graduate Plan B research projects in three programs: Master of Education in Teaching, Middle Level Master of Education, and Curriculum Studies. Serve as liaison between the University of Hawaii and Leeward Community College. Participate in the University of Hawaii mentor-training program as a 21st Century Leadership Scholarship award recipient. Conduct research on teacher education program effectiveness. Member of the Middle Level Master of Education faculty team as a middle level

course instructor and graduate middle level teacher candidates' advisor. Assist with MEdT program development, documentation and assessment. Faculty team member in the graduate teacher education program in American Samoa. Writer of the National Council for the Accreditation of Teacher Education (NCATE)/Association for Childhood Education International (ACEI) program reports and assessments to maintain the accreditation of the University of Hawaii College of Education MEdT Elementary Program.

2007-2008 Assistant Specialist, Master of Education in Teaching Program, University of Hawaii. Teach graduate education courses to on-the-job teachers. Conduct field observations and facilitate graduate field seminars. Advise graduate level teachers about course selection, dispositions and educational research projects. Teach graduate professional and field seminars (ITE 601, 602, 603, 604), ITE 427 Classroom Teaching Models in Affective Education, EDCS 610 First Five Years of Teaching, and EDCS 632 Qualitative Research Methods. Teach undergraduate students ITE 343 Health and EDEE 496B Performing Arts Education. Serve as liaison between the University of Hawaii and Leeward Community College. Conduct research on teacher education program effectiveness. Assist with MET program documentation and assessment.

2005 – 2007 Assistant Specialist, University of Hawaii American Samoa PreK-8 Teacher Education Program. Teach graduate and undergraduate education courses in curriculum and instruction, action research, health, and literacy; collaborate with the American Samoa Department of Education in offering teacher certification courses plus Praxis I and II test preparation to in-service teachers in American Samoa; conduct critical ethnographic research on characteristics of multicultural teachers; advise undergraduate and masters teacher candidates; facilitate professional development seminars with local private and public schools; guide the American Samoa teacher education NCATE documentation process; manage research grants; and serve on University of Hawaii faculty teams.

2004 - 2005 Lecturer and Field Supervisor of Middle Childhood Education, Kent State University. Teach graduate and undergraduate courses in curriculum and instruction, middle childhood education, and independent studies; conduct research; collaborate with school districts on professional development projects; advise undergraduate and masters students; write and manage research grants, serve on university and school district committees. Provide leadership in development of faculty, curriculum, and school field experience sites.

1999 - 2004 Administrator, Middle School Principal and District Director of Curriculum, Central Christian Schools, Kidron, Ohio. Facilitate continuous professional growth for 45-member faculty. Coordinate curriculum mapping and integration within interdisciplinary faculty teams; align differentiated curriculum, instruction and assessment to National Standards and State Benchmarks. Collaborate with faculty, parents, and students to create a positive climate for student life and growth; design and interpret student discipline policies; mediate all student restitution/discipline conferences. Teach grades 5-8 students study skills and advisory. Coordinate Entry Year Teacher mentoring program, evaluate classroom teacher performance and summative faculty portfolios; recruit, hire and mentor all personnel. Serve as a public representative of the school by delivering seminars and multi-media presentations at conferences,

school and community meetings. Write education grants; manage current grant projects and *Title* funding. Create and manage middle school budget, flexible schedules, and daily operations. Organize student field trips, mini-term exploratory courses, and service learning experiences. Chair Licensing and Professional Development Committee, Curriculum Committee, Strategic Planning Committee, Parent Advisory Council, Handbook Committee; member of the district Administrative Team, Technology Committee.

January 2002 - May 2002 International Education Co-Administrator, Doctoral Intern and Assistant Program Director, Kent State University, Geneva, Switzerland. Responsible for co-management of the Kent Geneva Semester Abroad program including supervision of 40 college students and 8 international faculty, liaison with residence management and home-stay providers, assistant instructor for international human rights courses, coordinator and leader of week-long trips to international organizations beginning in Amsterdam and ending in France. Completed an administrative internship with Dr. Roger Reed, professor for *International Organizations* and *Human Rights*.

August 2001 - December 2001 Instructor/Graduate Assistant, Department of Teaching Leadership and Curriculum Studies, Kent State University. Team-taught *MCED 40000 Teaching and Learning in Middle Childhood* to Block II Kent State Education Majors with Dr. Joanne Arhar. Co-supervisor of Kent Middle Childhood Field Experience in the Twinsburg School District. Performed various Graduate Assistant duties as designated by Dr. Joanne Arhar including research, curriculum design, writing, presenting, teaching, and committee work.

1999 - 2001 Administrator, Grades 6-12 Assistant Principal, Central Christian Schools, Kidron, Ohio. Spearheaded the district strategic planning process, synthesized departmental objectives, and formulated school and community partnerships to inspire faculty, students, and parents to own the mission of the school. Initiated conflict resolution and restitution options to mediate student discipline referrals. Chair Licensing and Professional Development Committee, Technology Committee, Parent Advisory Committee, Curriculum Committee, Advisory Committee, and Student Government. Manage all building operations including attendance, field trips, substitutes, and schedules. Facilitated a 10-day international service learning trip for high school students to Calgary, Alberta, Canada.

1997 - 1999 Classroom Teacher, Grades 5-12, Green Local Schools, Smithville, Ohio. Team with colleagues on interdisciplinary units, curriculum mapping, and integrative grant implementation.

May 1986 - September 1986 Research Assistant, University of Calgary, Calgary Alberta, Canada, Department of Educational Policy & Administration. Gathered data through interviews and focus groups with representatives from Chinese language schools and cultural organizations.

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REFEREED SCHOLARLY CONFERENCE PRESENTATIONS

Zuercher, D.K. , Yoshioka, J., & Zilliox, J. (November, 2015). *Pacific Island partnerships: Meaningful trends in US graduate teacher education.* 8th annual International Conference of Education, Research and Innovation (ICERI). Seville, Spain.

Zuercher, D.K. , Yoshioka, J., & Tauiliili, P. (November, 2015). *Indigenous innovations: Culturally responsive pedagogy in the Pacific.* 8th annual International Conference of Education, Research and Innovation (ICERI). Seville, Spain.

Zuercher, D.K., Yoshioka, J., Deering, P.D., & Zilliox, J. (October 2015). *Multicultural middle level lessons learned in Hawaii.* Association for Middle Level Education (AMLE). Columbus, Ohio.

Zuercher, D.K., Yoshioka, J., Zilliox, J., Benz, S., (October 2015). *Voices in a seashell: Using past Pacific culture to motivate future leaders.* National Association for Multicultural Education (NAME). New Orleans, LA.

Yoshioka, J, Zuercher, D.K., & Zilliox, J. (October 2015). *Bumbai You Learn: Reflecting on the Past to Connect Yesterday, Today and Tomorrow.* National Association for Multicultural Education (NAME). New Orleans, LA.

Yoshioka, J., Matsumoto, V., Zuercher, D., Zilliox, J., Nakamura, C., Yasana, R., Boltz, B., & Dare-Attanasio, Z. (March 2015). *It's simple, really…Fairness + Opportunity = Equity.* Submitted for presentation at the annual conference of the National Association for Professional Development Schools. Atlanta, Georgia.

Yoshioka, J., Zuercher, D., & Matsumoto, V. (February 2015). *Stepping Up: How one University-Professional Development School Relationship is Creating Teacher Leaders and Agents of Change.* Accepted for presentation at the annual meeting of the Association of Teacher Education. Phoenix, Arizona.

Yoshioka, J., Matsumoto, V., & Zuercher, D.K. (January 2015). *Planning for the future by reflecting on the past.* Hawaii International Conference on Education. Honolulu, Hawaii.

Zuercher, Deborah K., Yoshioka, J, Zilliox, J. (November 2014). *Voices in a seashell: Bilingual Pacific Instruction.* La Cosecha Bilingual Education Conference. Santa Fe, New Mexico.

Zuercher, D. K., Yoshioka, J., Laolagi, L., Chang, N., Benz, S., Huff, K., Tripp, P., and Akana, A. (October, 2014). *Multicultural Education.* Hawaii Association of Middle Schools (HAMS). Honolulu, Hawaii.

Yoshioka, J., & Zuercher, D. (April 2014). *Homegrown teacher leaders.* National Science Teachers Association. Boston, Massachusetts.

Zuercher, D.K., Yoshioka, J., and Benz, S. (March 2014). *Impact Of The Nine Essentials On A PDS Partnership As K-12 Teachers Transition From Direct Instruction To The Common Core Standards In The Pacific.* National Association for Professional Development Schools (NAPDS). Las Vegas, Nevada.

Gorter, R., Yendol-Hoppey, D., Zuercher, D.K., Yosioka, J., Levine, A., Bennet, M., Parsons, P., Day, L.,Samuels, L., Benson, G., Ogletree, S.,Jaegher, L., Feola, D., Schut, J.W., Rijbroek, M., and Stomp, L. (March 2014). *Role Perspectives On International PDS Developments.* National Association for Professional Development Schools (NAPDS). Las Vegas, Nevada.

Yoshioka, J and Zuercher, D.K. (January 2014). *Using the 4Cs (Cooperation, Collaboration, Coordination, and Communication) to Create 21st Century Agents of Change.* 12th Annual Hawaii International Conference on Education (HICE). Honolulu, Hawaii.

Yoshioka, J., Zuercher, D., & Matsumoto, V. (November 2013). *Using the Power of "?" to break down borders.* National Association for Multicultural Education. Tucson, Arizona.

Yoshioka, J., Zuercher, D.K., and Matsumoto, V. (November 2013). *Homegrown Agents of Change.* National Association for Multicultural Education (NAME). Oakland, California.

Zuercher, D.K. (October 2013). *2013 German American Administrative Fulbright.* Invited international presentation delivered for the French Fulbright Commission. Strasbourg, France.

Zuercher, D.K., Kutsunai, K., DeLong, L., Deering, P. Faulkner, S. and Lafao-Apulu, J. (October 2013). *Characteristics of a Professional Learning Community that Support the Hawaii Teacher of the Year.* Hawaii Association of Middle Schools (HAMS). Honolulu, Hawaii.

Zuercher, D. K. (September 2013). *Respectful, Reciprocal and Responsible 21st Century Collaboration: The Master of Education in Teaching Program Partnership with K-12 Professional Development Schools.* Invited International Conference Paper Presentation. Kyoto, Japan: Bukkyo University Invited International Conference Proceedings.

Zuercher, D. K. (July 2013). *Writing strategies to engage middle level students and assist teachers with Praxis I writing tests in Palau.* Republic of Palau Ministry of Education Conference. Koror, Palau.

Zuercher, D. K. (July 2013). *Writing strategies for early elementary students.* Republic of Palau Ministry of Education Conference. Koror, Palau.

Zilliox, J. & Zuercher, D. K. (July 2013). *Instruction practices that support college and career readiness.* 28th Pacific Education Conference. CNMI: PREL.

Zuercher, D. K. (May 2013). *Supporting in-service student teaching in American Samoa.* Consortium for Overseas Student Teaching. Kent, Ohio: COST.

Yoshioka, J., Zuercher, D.K., & Zilliox, J. (May 2013). *A moving target: The problem of defining teacher quality.* 15th Annual International Conference on Education. Athens, Greece.

Yoshioka, J., Zuercher, D.K., & Zilliox, J. (May 2013). *Pearls in the Pacific: Lessons in improving teacher quality.* International Conference of Education New Developments (END). Lisbon, Portugal. Presentation won the conference award for best paper presentation.

Zuercher, D., Yoshioka, J., Zilliox, J., Deering, P., & Laolagi, L. (February 2013). *Preparing the next generation of teachers in the territories: A reflection on practical strategies for empowering teacher candidates in transnational PDS partnerships.* National Association for Professional Development Schools. New Orleans, Louisiana.

Yoshioka, J. & Zuercher, D.K. (February 2013). *Content Area Specialized Training in the Pacific: A successful model of teacher training and capacity building.* Hawaii Education Research Association. Honolulu, HI.

Yoshioka, J. & Zuercher, D.K. (January 2013). *The CAST Initiative in Guam and American Samoa: A Model of effective teachers teaching teachers.* 11th Annual Hawaii Conference of Education. Honolulu, HI.

Zuercher, D.K., Yoshioka, J., & Rishel, T. (November 2012*). Territorialized Teachers: A Longitudinal Case Study on Transnational Distance Education.* One Voice International Education Conference. New York, New York.

Zuercher, D., Yoshioka, J., Deering, P., & O'Neill, T. (November 2012). *Math, science and web-based activities to raise awareness about nutrition and obesity.* Association for Middle Level Education. Portland, Oregon.

Zuercher, D.K., Yoshioka, J., Deering, P., Curry, K., & Apisa, S. (November 2012). *Teaching in the Territories: Middle Level Teacher Education in American Samoa and Guam.* Association of Middle Level Education. Portland, Oregon.

Zuercher, D.K., Yoshioka, J., & Deering, P. (October 2012). *Nurture the Mind for a Healthy Body.* Hawaii Association of Middle Schools. Honolulu, Hawaii.

Zuercher, D., Yoshioka, J., & O'Neill, T. (October 2012). *Science and web-based activities to raise awareness about nutrition and obesity.* Hawaii Association of Middle Schools (HAMS) Annual Conference. Honolulu, Hawaii.

Deering, P., Zuercher, D., Apisa, S., Martin, K., Ashford, A., Curry, K., O'Neill, T., Yoshioka, J. (September 2012). *Translating a collaborative learning community for educators to a transnational, virtual environment.* 2nd Annual International Conference on Education and e-Learning (EeL 2012). Bali, Indonesia.

Zuercher, D.K. (July 2012). *Reviving Writing in the Pacific.* Republic of Palau Ministry of Education 18th Annual Conference. Koror, Palau.

Zuercher, D.K. (July 2012). *Integrating Math, Science and Technology to Address the Growing Problem of Obesity in the Pacific.* Republic of Palau Ministry of Education 18th Annual Conference. Koror, Palau.

Zuercher, D. K. & Yoshioka, J. (June 2012). *A Longitudinal Case Study of Transnational Distance Education Informs Future Transnational Partnerships.* The Future of Education. Florence, Italy.

Zuercher, D.K., Yoshioka, J., & Deering, P. (May, 2012). *Lessons Learned: A Longitudinal Case Study of Transnational Distance Education.* 14th Annual International Conference on Education. Athens, Greece.

Zuercher, D.K. & Yoshioka, J. (January, 2012). *Creating teacher leaders in American Samoa: The CAST initiative in American Samoa.* Accepted for presentation to the Hawaii Education Research Association (HERA). Honolulu, Hawaii.

Zuercher, D.K. & Yoshioka, J. (January, 2012). *The CAST initiative in American Samoa: A model of effective teachers teaching teachers.* Accepted for presentation to the Hawaii International Conference on Education. Honolulu, Hawaii.

Zuercher, D. K. & Yoshioka, J. (November, 2011). *Nurturing mind for healthy bodies.* Accepted for presentation to the Association of Middle Level Education. Louisville, Kentucky.

Zuercher, D. K. & Yoshioka, J. (November, 2011). *From NMSA to IMSA: Emerging international middle level issues.* Accepted for presentation to the Association of Middle Level Education. Louisville, Kentucky.

Zuercher, D. K. (April, 2011). Middle level education research SIG mentor. Accepted for presentation to the American Education Research Association. New Orleans, Louisiana.

Zuercher, D.K. (November, 2010). *Health integration: Obesity mapping in the USA*. Accepted for presentation to the National Middle School Association. Baltimore, Maryland.

Zuercher, D.K. (November, 2010). *Lessons learned online*. Accepted for presentation to the National Middle School Association. Baltimore, Maryland.

Zuercher, D.K. (November, 2010). *Thinking maps*. Accepted for presentation to the National Middle School Association. Baltimore, Maryland.

Deering, P. & Zuercher, D.K. (November, 2010). *Collaborative inquiry works for Hawaiian educators: It will transform your school too!* Accepted for presentation to the National Middle School Association. Baltimore, Maryland.

Deering, P. & Zuercher, D.K. (May, 2010). *An 'Ohana approach to developing leadership with multicultural middle level educators*. Presented to the Pacific Circle Consortium. Ashland, Oregon.

Zuercher, D.K. (May, 2010). *After the wave of direct instruction*. Presented to the One Voice International Conference. Long Branch, New Jersey.

Deering, P. & Zuercher, D.K. (May, 2010). *Constructing a community of collaborative inquiry with educators in Hawai'ian culture-based public charter schools.* Presented to the American Education Research Association. Denver, Colorado.

Zuercher, D.K. (2010, January). *Lessons learned online*. Presented to the Hawaii Educational Research Association. Honolulu, Hawaii.

Kessler, C. & Zuercher, D.K. (2010, January). *Teaching thinking*. Presented to the Hawaii International Conference on Education. Honolulu, Hawaii.

Zuercher, D. K. & Yoshioka, J. (2010, January). *The CAST initiative in Guam: Effective teachers teaching teachers*. Presented to the Hawaii International Conference on Education. Honolulu, Hawaii.

Zuercher, D.K. (2009, November). *Health statistics and strategies*. Presented to the National Middle School Association. Indianapolis, Indiana.

Zuercher, D.K., Deering, P., & Apisa, S. (2009, November). *Teacher candidate assessment: Precis and portfolio*. Presented to the National Middle School Association. Indianapolis, Indiana.

Zuercher, D.K., Deering, P., & Apisa, S. (2009, October). *Agents of change in Hawai'i: Develop a middle level leadership with an 'Ohana approach*. Presented to the Hawaii Association of Middle Schools. Honolulu, Hawaii.

Kessler, C. & Zuercher, D.K. (2009, October). *Teaching thinking: Thinking maps as an instructional intervention.* Presented to the Hawaii Association of Middle Schools. Honolulu, Hawaii.

Zuercher, D. K. (2009, October). *Digital natives & digital immigrant teachers: Bridging the gap through emergent technology.* Presented to the Hawaii Association of Middle Schools. Honolulu, Hawaii.

Deering P. & Zuercher, D.K. (2009, April). *Developing leadership with multicultural middle level educators: An 'Ohana approach.* Presented to the American Educational Research Association Annual Conference. San Diego, California.

Zuercher, D.K., Kessler, C., & Yoshimoto, J. (2009, February). *After the Wave of Direct Instruction: The CAST Initiative in Guam.* Presented to the Hawaii Education Research Association. Honolulu, Hawaii.

Zuercher, D.K. (2009, January). *Health Education Workshop.* Presented to the 7th Annual Hawaii International Conference on Education. Honolulu, Hawaii.

Zuercher, D.K. (2009, January). *Sovereignty and Standards*. Presented to the 7th Annual Hawaii International Conference on Education. Honolulu, Hawaii.

Zuercher, D.K. (2008, October). *Healthy and Wise.* Presented to the National Middle School Association Annual Conference. Denver, Colorado.

Zuercher, D.K. & Deering, P. (2008, October). Got Aloha? Educators learn with Aloha and good middle level practice in Hawaii. Presented to the National Middle School Association Annual Conference. Denver, Colorado.

Zuercher, D. K. (2008, July). *Tough to Talk About: Integrating Children's Literature and National Health Standards.* Presented to the Hawaii Children's Literature Conference. Honolulu, Hawaii.

Zuercher, D.K. (2008, January). *Indigenous Perceptions of the University of Hawaii Teacher Education: Quality and Equity Issues.* Presented to the Hawaii Education Research Association (HERA). Honolulu, Hawaii.

Zuercher, D.K. (2007, October). *Healthy and Wise: Integrating National Health Standards into the Middle Level Curriculum.* Presentation to the Hawaii Association of Middle School Conference on Education. Honolulu, Hawaii.

Friesen, D.K. & Rishel, T. (2007, January). *This We Believe and We Have Acted: Collaborative Research Project on Implementing National Middle School Association Belief Statements.* Presentation to the International Conference on Education. Honolulu, Hawaii.

Friesen, D.K. (2007, January). *Critical Ethnography: Indigenous Educators' Perceptions of their Experiences as Participants in an NCATE-Accredited Teacher Education Program.* Presentation to the International Conference on Education. Honolulu, Hawaii.

Friesen, D.K., Achica, D., Ekeroma, J., Maifea, A., Sauni, L. (2007, January). *Action Research and Accountability: American Samoan Educators' Perceptions of the Relevance of Praxis II as an Indicator of Highly Qualified South Pacific Teachers.* Presentation to the International Conference on Education. Honolulu, Hawaii.

REFEREED SCHOLARLY CONFERENCE PRESENTATIONS PRIOR TO HIRE

Friesen, D.K. (2005, November). *Action research and accountability: A good match.* Presentation to the National Middle School Association annual conference, Philadelphia, Pennsylvania.

Friesen, D.K. (2005, November). *This we believe: And we have taken action.* Presentation to the National Middle School Association annual conference, Philadelphia, Pennsylvania.

Friesen, D.K. & Arhar, J.M. (2005, April). *Action research to improve achievement in reforming middle level schools.* Presentation to the Ohio Confederation of Teacher Education Organizations. Columbus, Ohio.

Friesen, D.K., Rishel, T. & Arhar, J.M. (2005, February). *This We Believe in Action: Research to improve achievement in reforming middle level schools.* Presentation to the National Middle School Association Symposium on Middle Level Teacher Preparation. Columbus, Ohio.

Friesen, D.K. & Khourney-Bowers, C. (2004, November). *Professional development and school improvement through action research.* Presentation to the National Middle School Association annual conference, Minneapolis, Minnesota.

Friesen, D.K., Arhar, J.M., Detrow, C. & Troyer, R. (2001, November). *Creating and sustaining multiage learning environment for middle age students: A strategy for academic excellence, developmental appropriateness, and social equity.* Presentation to the National Middle School Association, Washington, DC.

Friesen, D.K. & Friesen, B.K. (2000, November). *Hands on activities for sociology and psychology teachers.* Presentation to the National Council for the Social Sciences, San Antonio, Texas.

Friesen, D.K. & Friesen, B.K. (2000, November). *Alternative assessment strategies in sociology and psychology classes.* Presentation to the National Council for the Social Sciences, San Antonio, Texas.

Friesen, D.K. & Arhar, J.M. (1997, November). *Action research for professional development.* Presentation to the National Middle School Association, Indianapolis, Indiana.

GRANTS and SCHOLARSHIPS

2013		Fulbright International Education Administration Seminar Award in Germany (October 2013).
2013	$2,300,000.00	Territorial Teacher Training Assistance Project Grant
2013	$48,000.00	Early Childhood Education American Samoa Grant
2012	$2,069,195.00	Territorial Teacher Training Assistance Project Grant
2012	$48,000.00	Early Childhood Education American Samoa Grant
2011	$1,183,853.00	Territorial Teacher Training Assistance Project Grant
2011	$47,946.00	Early Childhood Education American Samoa Grant
2010	$1,183,853.00	Territorial Teacher Training Assistance Project Grant
2010	$47,800.00	Early Childhood Education American Samoa Grant
2010	$1,100,000.00	Liaison for the Secondary Education American Samoa Grant
2010	$700,000.00	Liaison for the Education Administration School Leadership American Samoa Grant
2009	$348,750.00	Liaison for the Middle Level Master of Education Degree Scholarship for 25 American Samoa Department of Education Graduate Candidates.
2009	$2000.00	SEED Diversity and Equity Initiative Grant. University of Hawaii Manoa.
2008	$2000.00	SEED Diversity and Equity Initiative Grant. University of Hawaii Manoa.
2008	$1500.00	21St Century Leadership

GRANTS PRIOR TO HIRE

2005	$500.00	University Teaching Council Grant, Kent State University.
2004	$300.00	Teaching, Leadership and Curriculum Studies Grant, Kent State University.

2003	$5.000.00	Ohio Conference Education Grant.
2002	$6.000.00	Ohio Department of Education, Innovative and integrative teaching.
2001	$5,000.00	Peoplehood Foundation.

SERVICE

Department
- Coordinator Pioneer Statewide MEdT Cohort, 2015.
- Member ITE DPC Committee, 2012.
- MEdT Facility and Equipment Liaison with Leeward Community College, 2008-Present.
- Institute of Teacher Education EECE Territorial Teacher Training Assistance Project and Early Childhood Education, 2010.
- Member of Elementary Assessment Review Committee, 2008
- Special Project Leader: MEdT Elementary NCATE Report Writer, 2008
- MEdT OJT Workshop Facilitator: *Peace Education Forum*, Dr. Tricia Jones at Leeward Community College.
- MEdT Faculty Team Member, 2007-Present
- Middle Level Masters in Education Faculty Team Member, 2007-Present.
- University of Hawaii Graduate Teacher Education Samoa Project Committee Member, 2005-Present

College
- Recipient of the 2013 College of Education Congress Leadership Award.
- Team leader PREL, Standards and Assessments: Pacific Regional Comprehensive Center. 2013.
- College of Education Dissertation Committee, Paul Tauiliili. 2010-2015. University of Hawaii, Manoa.
- College of Education Dissertation Committee, Kale'a Silva. 2013-2015. University of Hawaii, Manoa.
- College of Education Dissertation Committee, Cory Bennett. 2009-2010. University of Hawaii, Manoa.
- College of Education Dissertation Committee, Pamela Edwards. 2009-2010. University of Hawaii, Manoa.
- College of Education Dissertation Committee, Katie Martin. 2008-2010. University of Hawaii, Manoa.
- College of Education Dissertation Committee, Fran Wong. 2008-2010. University of Hawaii, Manoa.
- College of Education Dissertation Committee, Dani Mamangon. 2010-2013. University of Hawaii, Manoa.
- College of Education Dissertation Committee, Rhoda Velasquez. 2010-2013. University of Hawaii, Manoa.

- College of Education Dissertation Committee, Epi Moses. 2010-2013. University of Hawaii, Manoa.
- I have served as the Plan B advisor for 74 graduate program completers in American Samoa and Hawai'I in the MEdT, MLMEd and Curriculum Studies programs. The high frequency of graduate advising is a significant contribution to the COE.
- Search Committee Chair, ITE EECE Reading faculty position 2012.
- Search Committee, tenure-line math faculty position for Curriculum Studies, 2008
- 21st Century Leadership Committee Member. Interact with leadership scholarship recipients from different college departments and campuses, 2008.
- College of Education DPC. 2012-2013.
- Nominated for Teaching Excellence Award 2008, 2009, 2012, 2013.

School District/Community
- Awarded by Council for International Exchange of Scholars (CEIS) through a peer review process for a Fulbright International Education Administration Seminar Award in Germany (October 2013).
- Recipient of the best conference paper presentation award (May 2013). International Conference on Education New Developments. Lisbon, Portugal.
- Licensed Foster Parent for the State of Hawaii (2013).
- Member of Hawaii Education Research Association.
- Member of Hawaii Partnership for Educational Research Consortium (HPERC), a working group comprised of Hawaii-based organizations that support and conduct research focused on the improvement of educational outcomes in the State of Hawaii. HPERC works to foster collaboration amongst members of Hawaii's community of educational researchers and to build statewide capacity to conduct educational research in Hawaii.
- Principal Investigator for University of Hawaii Manoa College of Education and American Samoa Department of Education K-12 Schools. (2010).
- Kamehameha Schools Collaborative Inquiry Partnership with Hawaiian Charter Schools. (2008-Present).
- PREL MACIMISE. Graduate Education Research consultant for candidates across Micronesia conducting Ethnomathematic research.
- Content Area Specialist Teachers (CAST). Consultant in Guam and Samoa to provide professional development to teacher leaders in academic content knowledge, standards-based instruction and assessment.
- Castle Foundations. Participate in a mentor relationship with Terrence George, Vice President and Executive Director of Castle Foundations to build university/community partnerships, 2008 to Present.
- University of Hawaii Master of Education in Teaching Partnership Schools, 2007 - Present.
- University of Hawaii MLMED Moanalua Middle School, 2007-Present.
- St. Clement's Episcopal Church. Organist, pianist, music director. Honolulu, Hawaii, 2007-Present.
- University of Hawaii Ethics Training, April 2011

- University of Hawaii Search Committee Training, April 2011
- Chair, Reading Search Committee, Spring 2011, Spring 2012, Fall 2012

SERVICE PRIOR TO HIRE

- Advisor, International Baccalaureate Committee. Wooster City Schools, 2004.
- National Mennonite Secondary Education Council, 1999-2004.
- Strategic Planning Committee. Central Christian Schools, 2002.
- The Ohio Alliance for Arts Education, 1998.
- Deregulation Grant Committee Green Local School District, 1997.

INVOLVEMENT IN PROFESSIONAL ORGANIZATIONS

- Editorial Review Board Member, *Research in Middle Level Education Online*, 2010.
- International Advisory Board Member, *The One Voice International Institute of Elemental Ethics and Education*, 2010.
- Member, Association for Childhood Education International, 2008-Present
- Member, American Education Research Association, 2008-Present
- Member, Hawaii Association of Middle Schools, 2007-Present.
- Member, National Middle School Association, 1999-Present.
- Member, Hawaii Education Research Association, 2007-Present.
- Member, Association for Supervision and Curriculum Development, 1999-Present.

CONSULTANCY

Zuercher, D.K. (2013). Pacific Region Comprehensive Center. Technical assistance provided on the English Common Core State Standards with a focus on bilingual English Language Learners for American Samoa, Guam, Palau, and Saipan through webinars and face-to-face seminars.

Zuercher, D.K January 2013. Presentation to HIDOE ACE Vice-Principals on Research Methodology in Pacific Education Settings as part of the HPERC partnership initiative.

Zuercher, D.K. (October, 2012 – Present). Developing and retaining highly effective teachers and leaders task leader for the Pacific Regional Comprehensive Center (PRCC) to Commonwealth of the Northern Marianas Islands, American Samoa, Federated States of Micronesia, Republic of the Marshall Islands, Hawai'i, Guam and Republic of Palau. PREL/ University of Hawaii Grant Partnership.

Zuercher, D.K. (2010-Present). Research advisor to graduate candidates in the MACIMISE project located in Chuuk, Kosrae, Hawai'i, American Samoa, CNMI, Guam, Pohnpei, Yap, RMI, and Saipan. PREL/University of Hawaii Grant Partnership.

Zuercher, D.K. & Deering, P. (August 14, 2010). *Action research as accountability for school improvement and accreditation presentation*. Kamehameha Schools Inc., Hilo, Hawaii.

Zuercher, D.K. & Deering, P. (August 2010 - May 2, 2011). *Action research as accountability for school improvement and accreditation*. Kamehameha Schools Inc., Hawaii.

Zilliox, J. & Zuercher, D.K. (July, 2010) *The Content Area Specialized Training (CAST) Initiative*. The American Samoa Department of Education.

Zuercher, D.K. & Deering, P. (August 1, 2009 – May 12, 2010). *Action research as accountability for school improvement*. Kamehameha Schools Inc., Hawaii.

Zilliox, J. & Zuercher, D.K. (June 1-10, 2009) *The Content Area Specialized Training (CAST) Initiative*. The University of Guam and Guam Public School District, Guam.

Zuercher, D.K. & Deering, P. (August 2008-May 21, 2009). *Action research as accountability for school improvement*. Kamehameha Schools Inc., Hawaii.

Zuercher, D.K. & Deering, P. (May 7, 2009). *Action research as accountability for school improvement presentations*. Kamehameha Schools Inc., Hilo, Hawaii.

Zuercher, D.K. & Deering, P. (October 21, 2008). *Action research as accountability for school improvement*. Nawahi Charter School. Keaau, Hawaii.

Zuercher, D.K. & Deering, P. (October 20, 2008). *Action research as accountability for school improvement*. Ka Umeke Charter School. Hilo, Hawaii.

Zuercher, D.K. & Deering, P. (October 15, 2008). *Action research as accountability for school improvement*. Kanuikapono Charter School. Anahola, Hawaii.

Zuercher, D.K. & Deering, P. (August, 2008). *Action research as accountability for school improvement*. Kamehemehe Schools. Honolulu, Hawaii.

Zillioz, J. & Zuercher, D.K. (July, 2008). *CAST Project: Language Arts Standards and Teacher Leadership following direct instruction in Guam*. University of Guam, Guam.

Zuercher, D.K. (2006). *Highly qualified teacher development: Praxis II content knowledge*. American Samoa Department of Education. Pago Pago, American Samoa.

Zuercher, D.K. (2006). *Portfolio documentation for WASC accreditation*. South Pacific Academy. Pago Pago, American Samoa.

CONSULTANCY PRIOR TO HIRE

Zuercher, D.K. (2004) *Computer simulations to improve team problem-solving abilities in schools*. SciTrain, Akron, Ohio.

Zuercher, D.K. (2002). *Strategic planning for school improvement and growth*. Central

Christian Schools, Kidron,

TEACHING

Graduate Courses Taught

ITE 601	Professional Studies Seminar I
ITE 602	Field Experience and Seminar
ITE 603	Professional Studies Seminar II
ITE 604	Field Experience and Seminar II
ITE 610	Pre-internship Practicum
ITE 611	Professional Studies Seminar III
ITE 612	Internship
ITE 613	Professional Studies Seminar IV
ITE 427	Early Adolescent Development
ITE 699	Independent Study
EDCS 602	Advanced Topics Writing/Oral Communication
EDCS 610	Learning to Teach: The First Five Years of Teaching
EDCS 632	Qualitative Methods in Education
EDCS 640M	Seminar in Interdisciplinary Education
EDCS 642	Seminar in Multicultural Middle Level Education

Undergraduate Courses Taught

EDEE 496B	Performing Arts
EDEE 324	Health, Movement and Physical Education
ITE 312	Foundations in Curriculum and Instruction: Elementary Ed
ITE 317	Field Experiences in Elementary Education
ITE 343	Personal and Social Health K-6
ITE 353	Elementary Music Methods
ITE 313	Literacy and Literature I
ITE 314	Literacy and Literature II

REFERENCES

Dr. Joseph Zilliox
University of Hawaii Manoa
MEdT Department Chair
Email: zilliox@hawaii.edu

Dr. Paul Deering
University of Hawaii Manoa
MLMED Program
deering@hawaii.edu

Dr. Beth Pateman
Associate Dean
University of Hawaii Manoa
mpateman@hawaii.edu

Dr. Steve Michael
Provost and Vice President for Academic Affairs
Arcadia University
450 S. Easton Road, Glenside, PA 19038
Phone: 215-572-2924 or 1-877-ARCADIA (1-877-272-2342)
Email: som1998@hotmail.com

Laura Laolagi
Program Liaison
American Samoa
Email: laolagi@hawaii.edu

Dr. Teresa Rishel
Kent State University
(330) 672-2580
Email: trishel@kent.edu

Board Member Information

To be completed individually by each Applicant Governing Board member.
All forms must be signed by hand.

Serving on a public charter school governing board is a position of public trust and fiduciary responsibility. As a governing board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its Charter Contract.

As part of the application for a new charter school, the Commission requests that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage governing board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

(1) Background- describe your role and time commitment

1. Name of charter school on whose governing board you intend to serve:

   DreamHouse Ewa Beach

2. Your Contact information:
   Name: Jane Henzerling
   Phone: ██████████████
   E-mail: jhenzerling@missionpreparatory.org

   Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
   ☒ Resume and professional bio are attached to this form.

   Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
   ☐ Does not apply to me ☒ Yes

   Why do you wish to serve on the governing board of the proposed charter school?
   I believe in the mission and vision of DreamHouse and want to lend my experience and skills to the school's founding and development in service of the students of Ewa Beach.

   What is your understanding of the appropriate role of a public charter school governing board member?

Governing board members of public charter schools are responsible for governance of the organization and oversight of the chief executive. They must ensure fiscal integrity, academic accountability, and fidelity to the charter. They should support the school's leadership team as requested to problem solve and support strategic high-level decision-making in order to maximize the school's effectiveness and uphold its commitment to the community.

Describe any previous experience you have that is relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I founded a public charter school in San Francisco, CA, and serve as a member of its governing board.

Describe the specific knowledge and experience that you would bring to the governing board.
I would bring professional experience in the following areas to the governing board:

• Elementary and secondary teaching

• School leadership

• Teacher professional development

• School finance

• Charter school founding

• Board governance

• Non-profit management

• Fund development

(2) School Mission and Plan

1. **What is your understanding of the school's mission and guiding beliefs?**
   The mission of DreamHouse is to empower children to be affirmed in their identities, grounded in and committed to the values of our community, and equipped with skills to be leaders. The school has a vision for children driving change, and doing so in a way that they know who they are, what they stand for, and how they will have a positive impact in our community.

   DreamHouse believes in the potential of every child growing up in Ewa Beach and in developing each student's capacity to leading a fulfilling, successful life. We are committed to creating welcoming and empowering environments for teaching and learning that are rooted in a growth mindset and a commitment to continuous improvement, and we believe in engaging the broader Ewa Beach community in supporting and guiding students on their journeys.

2. **What is your understanding of the school's proposed academic plan?**
The school's proposed academic plan integrates leadership, identity, high academic expectations, and 21st century skills. The focus on leadership is designed to honor the community and develop an orientation to service. By inviting students and members of the broader school community to bring their identities in to the classroom, we aim to instill a more grounded and personal approach to learning that builds on culture, heritage, and values. Within this framework, we are committed to ensuring our students reach high academic expectations that will equip them with the knowledge base and 21st Century skills needed for access to a range of college and career opportunities. The academic plan is designed to meet Common Core and BOE standards as well as entrance requirements for competitive universities.

3. **What do you believe to be the characteristics of a successful school?**
Based on my experience as an educator, school founder, and school year, I believe the characteristics of a successful school include:

• A clear and robust academic philosophy supported by exceptional teachers and productive learning environments

• An instructional program that differentiates instruction to meet individual students' needs, providing appropriate levels of support and challenge

• Students who engage in informed and independent thinking

• Collaborative and mission-aligned adults

• Families that participate in and contribute their ideas to their children's learning and the life of the school

• At the organizational level, a clear understanding of the difference between governance and management

• A nimble and responsive leadership team that works to address challenges and pursue opportunities in a way that is always grounded in the school's mission

4. **How will you know that the school is succeeding or is not succeeding in its mission?**
Key indicators of success will include:

Reaching student achievement targets

Attaining enrollment targets

Receiving positive feedback from students, staff, parents, community, and board

High rates of parent engagement

Fiscal sustainability and transparency

Fulfilling all compliance requirements

Maintaining fidelity to the charter

(3) Governance

Attachment A. Describe the role that the governing board will play in the school's operation.

The board will serve school governance functions across academic, organizational, and financial priorities and oversee and support the school's director. The board will further offer strategic guidance as needed and ensure compliance, transparency, and accountability for the school's finances and operations.

Attachment B. How will you know if the school is successful at the end of the first year of operation?

Measures of the school's success by the end of the first year of operation include:

• Having served a diverse cohort of 100 students from Ewa Beach

• Having enrolled the next cohort of 100 students

• School facilities are in place for the next year

• Teaching staff have been hired for 6th and 7th grades

• Fundraising goals have been met

• Having complied with our charter contract across academic, organizational, and financial priorities

• Achievement of academic goals, including exceeding complex and state averages in reading, math, and science

• Achieving parent satisfaction targets and re-enrollment rates

Attachment C. How will you know at the end of five years if the school is successful?

By the end of year five:

• We will have followed our growth plan and will be serving 500 students, grades 6-10, ready to add 11th grade

• We will have achieved our student achievement goals

- We will have an active teacher recruiting pipeline and full staff

- We will have high-functioning school and non-profit boards with diverse members from across the community

- We will have built a strong financial reserve and be operating within annual budgets

- We will have renewed our charter application

- We will have active and robust partnerships with community organizations and institutional entities in the area and islands

- We will have the facilities needed to sustain our growing school

- We will have high rates of re-enrollment each year

Attachment D. What specific steps do you think the governing board will need to take to ensure that the school is successful?

To ensure the school is successful, the governing board will need to:

- Hold focused full-board and committee meetings that give board members access to the information and metrics needed to provide oversight and strategic direction

- Ensure board development provides the expertise, commitment and diversity of perspectives needed to ensure effective oversight and governance

- Stay apprised of regulations and requirements as well as opportunities in the local education and charter landscape

- Stay connected to the school and its community through regular visits and participation in school events

Attachment E. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?

In such a situation, I would begin by reviewing the bylaws and would express my concern to the board chair and school director. We could then pursue the appropriate steps needed to determine whether there is unethical behavior or a conflict with the school's interests and follow the steps delineated in the bylaws and conflict of interest policy accordingly to ensure the school is protected.

<u>(4) Disclosures</u>

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.

☐ I/we do not know these individuals ☒ Yes

I have communicated with other prospective governing board members regarding the design for the proposed school and the charter application.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I/we do not know any such employees ■ Yes   I lead a school and manage school employees.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☒ I/we do not know any such persons ☐ Yes

4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

☒ I/we do not anticipate conducting any such business ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☒ I/we do not know any such persons ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.

☒ N/A. ☐ I/we have no such interest ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☒ N/A ☐ I/we or my family do not anticipate conducting any such business ☐ Yes

8. Indicate whether you, your spouse, or other immediate family members are a director,

officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family ☐ Yes

Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.

☒ None ☐ Yes

(5) Certification

I, Jane Henzerling, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect.

_____ 1/2/17
Signature   Date

JANE HENZERLING

████████████ , ████████
████████████ jane.henzerling@gmail.com

EXPERIENCE:
Founder & Head of School, The Mission Preparatory School, San Francisco, CA
September 2010 – Present
- Establishing and leading a college-preparatory, public charter school designed to equip K-8 students with the knowledge, skills, and strength of character needed to succeed in college and serve as leaders in their communities
  - granted charter authorization by a unanimous vote of the California State Board of Education; renewed by the San Francisco Unified School District
  - selected as a member of the national Excellent Schools Network based on student achievement outcomes and organizational sustainability
- Conducting student recruitment outreach to ensure the school meets enrollment goals and maintains a waiting list
  - each grade has a waiting list of more than 60% of available spaces
  - 84% of students qualify for free or reduced lunch; 46% live below the poverty line; 70% are English learners
- Ensuring the school meets ambitious student achievement outcomes by managing recruitment, selection, training and professional development of faculty; overseeing curriculum and assessments; and facilitating systems for parent communication and engagement
  - 85% of 3rd graders scored at, near, or above the target on ELA and Math Smarter Balanced state tests in 2015
  - 83% of students met or exceeded the national average on standardized TerraNova assessments in 2014
  - 95% of parents reported being very satisfied or satisfied with the quality of instruction, their child's progress, and the overall educational program
- Managing all aspects of the school's finances, including budget planning and monitoring, fund development, and reporting for federal, state, and foundation funding
  - Built a reserve equivalent to 5 months of the current fiscal year's operating expenses
- Coordinating the activities of the board and its committees to ensure effective school governance

Fellow, Johns Hopkins University Institute for Education Policy, Baltimore, MD
December 2015 – Present
- Consulting on strategic planning and crafting grant applications to inform and support the growth of the Institute
- Producing essays and interviews for the Institute's Reports from the Field publications
- Planning policy events that engage a diverse range of participants and forge connections among education researchers, policymakers, and practitioners

Fellow, Building Excellent Schools, San Francisco, CA
August 2009 – August 2010
- Awarded a highly-selective fellowship to engage in a rigorous, yearlong, full-time training program in urban charter school creation and leadership with the goal of founding a high-performing school in San Francisco

Director of Advancement, Real Art Ways, Hartford, CT
June 2007 – July 2009
- Designing and executing strategies to drive the growth of a multi-disciplinary contemporary arts organization
  - crafted and implemented due diligence plan for board governance and processes for board member recruitment and orientation
  - facilitated development of new contact management and fundraising database of more than 23,000 records to improve communications, donor relations, and data management
- Creating and implementing funding plans and strategies to secure government, foundation, and corporate grants; promote individual giving; and increase donor retention
  - exceeded annual grants income goal by 29%; increased donor retention rate from 58% to 68%
  - initiated consultancy to create a 3-year fund development plan for operations, cash reserve, and endowment
- Hiring, managing, and evaluating fundraising and program staff; overseeing education programming

Executive Director, Teach For America, Miami-Dade County, FL
June 2004 – May 2007
- Managing an education non-profit that serves 10,000 students in Miami-Dade County's lowest-performing public schools with the aim of dramatically increasing academic achievement and expanding educational opportunity

- Leading a program staff to support a corps of 100 teachers in effecting significant academic gains of at least 1.5 grade levels' growth each year
  - doubled the percentage of corps members effecting significant gains from 20% to 40%
- Driving fundraising, community partnership, and public relations efforts in Miami-Dade
  - increased new contributions from foundations, corporations, and individuals by 250%
- Managing the regional budget and operations
- Building an advisory board designed to support and enhance development efforts and visibility
- Cultivating leadership opportunities for Teach For America alumni with corporate, higher education, and non-profit entities; co-founded the South Florida Alumni Network
- Collaborating with fellow executive directors to make organization-wide decisions that support the mission of closing the academic achievement gap

Program Director, Teach For America, Phoenix, AZ
June 2003 – June 2004
- Providing professional support and feedback to 50 corps member teachers, connecting them to individualized instructional resources, and ensuring they set and attain ambitious goals for students' academic growth
- Maximizing Teach For America's relationships with districts and schools to facilitate teacher certification and hiring
- Designing and facilitating professional development programs, including regional conferences and pedagogy workshops

Bilingual Teacher, Bilingual Program Coordinator, & Staff Developer, Roosevelt School District, Phoenix, AZ
August 1998 – June 2003
- Teaching bilingual 5th grade, bilingual 6th grade language arts, and 4th–8th grade conflict resolution to ensure students' achievement of state standards and biliteracy in English and Spanish
- Ensuring instructional program and assessment compliance with Office for Civil Rights guidelines
- Designing and implementing K-8 alternative language programs to serve English learners
- Developing and facilitating trainings for staff and administrators on classroom management, standards-based lesson planning, bilingual teaching methods, English language acquisition, balanced literacy, and social-emotional learning

AWARDS & RECOGNITION:
- Innovate Public Schools, Top Bay Area Public Schools for Underserved Students, 2015
- Skidmore College Creative Thought Matters Alumni Award of Distinction, 2012
- *7x7* Magazine Hot 20, 2011
- Florida Marlins Heart of the Community Award, 2007
- *Miami Today* Gold Medal Award, 2006
- Greater Miami Chamber of Commerce NOVO Award for non-profit innovation, 2006
- *South Florida Business Journal*, Heavy Hitter in Education, 2006
- Bank of America Neighborhood Builder, 2005
- *Miami Today* "Achiever," 2004

COMMUNITY & CIVIC INVOLVEMENT:
- Advisory Board Member, Center for Education Reform, 2015 – Present
- Founding Board Member, DreamHouse Charter School for Ewa Beach, Hawai'i, 2015 – Present
- California Charter Schools Association Capitol Advocacy Leader, liaison to state Assemblymember David Chiu, 2013 – Present
- Leadership for Educational Equity, Women's Political Leadership Program, 2014
- San Francisco Human Rights Commission, Equity Advisory Committee Member, 2010 – 2013
- Skidmore College Class Fund Chair, 2008 – 2011
- Institute of Museum and Library Services Field Reviewer, 2009 – 2010
- Hartt School Community Division Advisory Board Member, 2007 – 2009
- Greater Miami Chamber of Commerce, Education and Not-for-Profit Committees, 2004 – 2007

CERTIFICATIONS & SKILLS:
- California Commission on Teacher Credentialing Preliminary Administrative Services Credential
- Proficiency with Google Apps for Education, FileMaker Pro, and Raiser's Edge
- Near-native fluency and literacy in Spanish

EDUCATION:
Northern Arizona University, Flagstaff, AZ
MEd in Educational Leadership with Distinction, August 2005

Washington University, St. Louis, MO
University Fellowship recipient, graduate studies in Spanish literature, 1997 – 1998

Skidmore College, Saratoga Springs, NY
BA in Spanish, May 1997
Summa cum laude, Departmental honors, Periclean Honor Society, Sonja P. Karsen Prize in Spanish

Board Member Information

**To be completed individually by each Applicant Governing Board member.
All forms must be signed by hand.**

Serving on a public charter school governing board is a position of public trust and fiduciary responsibility. As a governing board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its Charter Contract.

As part of the application for a new charter school, the Commission requests that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage governing board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

(1) Background- describe your role and time commitment

1. Name of charter school on whose governing board you intend to serve:

   DreamHouse Ewa Beach

2. Your Contact information:
   Name: Meilan Akaka Manfre
   Phone: ▮▮▮▮▮▮▮▮▮▮▮
   E-mail: Meilan.akakamanfre@gmail.com

   Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
   ☒ Resume and professional bio are attached to this form.

   Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
   ☐ Does not apply to me ☒ Yes
I am on the board of the Reverend Akaka Ministries Foundation (non-profit) as well as the Wellesley Club of Hawaii.
   Why do you wish to serve on the governing board of the proposed charter school?

   As someone who grew up privileged to receive an excellent education through the private school system of Hawai`i, I believe it is my kuleana to ensure that all students receive an

excellent education no matter the type of the school. This charter school would provide another choice with a commitment to student achievement, personal growth, and a strong sense of identity. With five years working as a special education teacher at James Campbell High School, I learned about the strengths and assets of the Ewa Beach community as well as the rapid development and growth of the population. I believe that the charter school would provide another option for education to respond to the growing size of the community.

What is your understanding of the appropriate role of a public charter school governing board member?
A public charter school governing board member should support governance of the school across academic, organizational, and financial aspects of operating a school, uphold faithfulness to the charter, ensure strong educational program delivery to students, families and the community, and actively partner with school management to troubleshoot, support and sustain the school. In order for the school's mission and vision to be achieved, it requires a team in and beyond the school staff to align decisions and actions, and the charter school governing board member contributes to achieving that mission and vision.

Describe any previous experience you have that is relevant to serving on the charter school's governing board (*e.g.*, other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have been on the board of directors for the Reverend Abraham Akaka Ministries Foundation since 2009 and initiated participation in the Give Aloha campaign, in the proper disbursement of funds, and projects aligned to fulfilling the mission of the non-profit. Additionally, I have been a treasurer for the Wellesley Club of Hawaii for the past 3 years ensuring fiscal responsibility.

Describe the specific knowledge and experience that you would bring to the governing board.
With five years serving as a special education teacher (2 of them as the special education department head) at James Campbell High School, in the community in which we wish to offer a charter school, I bring knowledge of pedagogical practices for diverse learners, an understanding of the students and families of the community, and given my current experience coaching teachers in and beyond the Ewa Beach community, I have a broader understanding of various school structures and community partnership. As a director with other non-profits, I understand the importance of upholding the bylaws and regulations while fulfilling a mission and vision in collaboration with others.

(2) School Mission and Plan

1. **What is your understanding of the school's mission and guiding beliefs?**
As part of the nonprofit board, I was a one of the individuals that crafted the mission and guiding beliefs. Our Mission is to empower children to be affirmed in their identities, grounded in and committed to the values of our community, and equipped with skills to be leaders. We believe in children driving change, and doing so in a way that they know who they are, what they stand for, and how they will have a positive impact on our community.
Guiding Beliefs:
☐ We believe in the tremendous potential of the children growing up in Ewa Beach and want to see them live fulfilling, successful lives;

☐ We believe in serving these children, welcoming their unique identities into the classroom, and empowering them as leaders;

☐ We believe in growth mindsets in our staff; engaged and committed teachers engaged in professional development and committed to getting better for students;

☐ We believe the assets and people of Ewa Beach are integral to our students' journeys.

2. What is your understanding of the school's proposed academic plan?

The Academic Plan is grounded in leadership, identity, high academic expectations, and 21st century skills;

o Identity - encouraging children to bring into the classroom and school their identity, culture, heritage, and values;

o Leadership - honoring our community and islands and committing to better ourselves in order to serve, improve, and further the well-being of our island community;

o High Academic Expectations - College and career opportunity and success; Common Core-, BOE-, and competitive university entrance requirements-aligned academic program focused on;

o 21st Century Skills - developing robust set of 21st century skills preparing students to successfully navigate middle, high school, and college with local, national, and global lenses

☐ The Plan's four main components drive many of the models and systems of the school;

☐ The plan will be grounded in local curriculum as well to highlight local learning opportunities and alignment between inside and outside of the classroom learning;

☐ Teachers, instructional methods, and the learning environment will be centered on student inquiry and exploration of concepts and skills;

3. What do you believe to be the characteristics of a successful school?

A strong academic philosophy supported by exceptional teachers and learning environments;

☐ Adults who empower students to think critically for themselves;

☐ Students who feel supported to learn at their own pace, feel challenged and encouraged to take risks and excel, and who realize their own growth as success;

☐ Adults who support and empower each other;

☐ Administration that supports teachers;

Exhibit 4: Board Member Information Form 4

☐ A capable and invested school board committed to successful execution of the academic, organizational, and financial plan for the school;

☐ Parents and families who are engaged in the decisions, happening, and progress of their child and school;

☐ Community is engaged and welcomed into the school;

☐ Teaching staff and leadership reflects local community;

☐ School leadership and board is steeped in local knowledge and receptive to feedback and changing dynamics

4. How will you know that the school is succeeding or is not succeeding in its mission?

The school is adhering to its charter with vigilance;
☐ Components from the previous list will be happening;
☐ Survey indicators from students, staff, parents, community, and board will point towards satisfaction and feeling engaged, welcomed, appreciated;
☐ Academic results are growing, trending upward, and surpassing goals;
☐ Organizationally, the school adheres to sound policies and procedures ensuring transparency and effectiveness within the school's operations;
☐ Financially, the school adheres to state performance metrics and maintains an increasing reserve and funding support;
☐ Budget variance, transparency, and soundness is consistent;

(3) Governance

Attachment A. Describe the role that the governing board will play in the school's operation.

The board's mission is to support the school in the governance of high-level academic, organizational, and financial strategy to enable the school to operate a high quality, viable educational program as outlined in the academic plan. Governance within our model will mean providing the resources, thought-partnership, and strategic support to empower DreamHouse with adequate autonomy to operate our educational model, while also working diligently to help us hold ourselves accountable to the goals, metrics, and success indicators outlaid in our charter. Strategic counsel across academic, organizational, and financial pillars of our school model, from the perspective of a managing board, is essential to the effective delivery of our educational program, as well as the success of our students.

Attachment B. How will you know if the school is successful at the end of the first year of operation?

After a year, our board will have been successful if we can meeting academic, organizational, and financial benchmarks and performance metrics, both internally and externally.

ACADEMIC – Internally, our goals around individual, subgroup, and overall student achievement through formative and summative assessment will indicate success after a year, and if individual students have grown in proficiency, subgroup gaps are narrowing, and overall 6th grade cohort proficiency is rising, our academics will have been successful. Externally, we look at STRIVE HI as a comprehensive assessment to measure success.

ORGANIZATIONAL – Internally, we have a series of metrics we use to gauge

performance, and they generally fall into three buckets: (1) compliance, (2) climate, and (3) charter. We will assess data, personnel performance, and any corrective action that was necessary over the course of the year to determine the year's success. Externally, our main priority is compliance with the Charter Commission through both Epicenter tasks as well as any additional compliance-related tasks. We'd like to add a board member or two over the course of the year, so if we are developing as a board, and also adding a person or two, that would be ideal. Lastly, a building or space to grow into our next year will be a key success indicator.

FINANCIAL – Internally, we meet our own framework metrics and are building a sustainable financial position, in compliance with charter, state, and federal guidelines (law). Externally, we meet the financial performance metrics laid forth by the Charter Commission. Included in both (internal, external) is tight financial control and record over our cash in and outflows, a clear and accurate budget for the current and upcoming fiscal year, strong partnership with our non-profit, and additional financial sustainability measures that are laid out in the financial performance metrics of our application.

Attachment C. How will you know at the end of five years if the school is successful?

Within these three buckets (academic, organizational, and financial)…

ACADEMIC – Our students will have grown individually, sub-group gaps will have drastically decreased as students progress through our growing program, and overall cohorts show increasing academic gains as measure by formative and summative assessments; STRIVE HI results continue to improve and our school is on a pathway to being recognized as a top academic program in the state.

ORGANIZATIONAL – No major compliance issues over the first five years, a long-term facility has been acquired and is sustainable, our board is growing and thriving as a diverse body of qualified, committed individuals, the climate of our school is healthy (student, teacher, family, community), our recruitment pipelines are full and our staff is not churning at an alarming rate (retention), students aren't leaving at an alarming rate (retention), our grades are growing towards senior year as projected in our charter, and we are ultimately staying true to the mission and vision of our charter (in terms of school culture, growth, sustainability, impact, and reputation within the local and state community).

FINANCIAL – Strong balance sheet; increasing retained earnings; positive cash flows and sustainability; no debt; strong annual fundraising operations; foundation support; mainland foundation and philanthropic interest; clarity and compliance with budget and financial metrics with the Charter Commission; no major issues or corrective actions needed.

Attachment D. What specific steps do you think the governing board will need to take to ensure that the school is successful?

STEP 1: Building clarity and alignment - we will need to work closely with each other, with the school leadership, with staff and families of our school, with our community, with

schools in our complex and complex leadership, with our non-profit, and the local education community, and with the Charter Commission to ensure partnership, alignment, swift and effective corrective action, and overall responsiveness to the needs of our growing school.

STEP 2: Building proactive culture – we will need to closely abide by the performance metrics and protocol outlined in our charter to maintain a culture of active governance and proactive intervention so that we are getting out ahead of issues and if they do arise, we deal with them immediately

STEP 3: Development – internal development of our existing board as well as growing as a board is a priority; diverse board members with perspective and experience are important to the health of the school

STEP 4: Reflection and improvement – taking time to look back on quarters and years, bringing in external perspectives, engaging feedback, adjusting, creating new policies, innovating… all of this is important for us to ensure success as a growing, living school.

Attachment E.   How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?

Ethics and integrity is central to our school operation and culture. If there is an unethical act, it will be noted and brought to the board chair and addressed accordingly; this will most likely mean addressing with the person involved, bringing the act to the board overall, and following bylaws and procedures to take corrective action (if legal and unethical, it could mean a vote off the board; if illegal, we would engage proper authorities to address the situation). If the board chair is involved, the procedure would shift in that the school director and/or other board members would be involved to follow a similar pattern of events. Ultimately the bylaws, Charter Commission expectations, and state statute will determine procedure once actions are lifted up and in front of the overall board. Transparency is very important to the operation of our school and our board.

(4) Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.

☐ I/we do not know these individuals ☒ Yes

I have known Zachary DiIonno since 2008 as a Teach For America fellow corps member and special education teacher. We participated in a vision of excellence professional development trip to the Bay Area to increase our awareness of effective schools.
I have known Alex Teece since 2008 as a Teach For America fellow corps member and English teacher at Ilima Intermediate School. As corps members, we engaged in cultural and pedagogical professional development together, including place-based education through a trip to Kaho'olawe. Additionally, we were colleagues on the Teach For America-Hawaii staff team.
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I/we do not know any such employees ▮ Yes   My husband teaches in Waianae; also, Alex currently teaches in Ewa Beach

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☒ I/we do not know any such persons ☐ Yes

4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

☒ I/we do not anticipate conducting any such business ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☐ I/we do not know any such persons ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.

☒ N/A. ☐ I/we have no such interest ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☒ N/A ☐ I/we or my family do not anticipate conducting any such business ☐ Yes

8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family ☐ Yes

Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.

☒ None ☐ Yes

(5) Certification

I, Meilan Akaka Manfre, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect.

Meilan Akaka Manfre   1/4/17
Signature   Date

MEILAN AKAKA MANFRE

meilan.akaka@teachforamerica.org

EDUCATION

College of Education, University of Hawaii at Manoa, Honolulu, HI   July 2008 – June 2010
Master of Education in Special Education, GPA: 3.92

Wellesley College, Wellesley, MA   August 2004 – May 2008
Bachelor of Arts, Music, Major GPA: 3.43
Choral Scholar recipient   2005 – 2008
Semester abroad: Milan, Italy   Spring 2007

PROFESSIONAL EXPERIENCE

Hawaii Teacher Standards Board Certified, Highly Qualified in Special Education & Secondary Mathematics   June 2010-Present

RELEVANT EXPERIENCE

Teach For America | Hawaii   May 2013 – Present
Manager, School System Leadership / Teacher Leadership Development; Values-Based Leadership Development facilitator

- Manage, coach, and develop 24 teachers to analyze student progress data for needs and coach skills in instructional techniques, classroom management, culturally responsive teaching and rigor to improve student academic performance.
- Collaborate and problem-solve with administrators, students, families, and other team members to impact students across five Title One public schools.
- Design and execute leadership programming for teachers/mid-level leaders to examine essential questions around instructional excellence, leading through values and identity, and defining a theory of change for education in Hawai`i.
- Serve on National Native Alliance Initiative Advisory Board, advocate for education in Hawaii at annual legislative summits, mentor and support teachers who identify as Native Hawaiian.

James Campbell High School, Ewa Beach, HI   July 2008 – May 2013
Special Education Department Head / Trained Mentor Teacher /9th and 10th Grade Math Teacher | 2008 TFA Corps Member

- Selected from approximately 24,700 applicants nationwide to join national teacher corps of 3,700 recent college graduates who commit two years to teach in under-resourced public schools and support education reform.
- Elected by senior committee in 2011 to serve as Special Education Department Head for largest high school in Hawaii managing 28 teachers, and supporting 250+ students with individualized education plans via monthly in-service training, implementation of department-wide data collection system to drive instruction and services.
- Collaborated with five educators in order to create differentiated instruction to 90 students with and without disabilities, resulting in 80% mastery of state benchmarks from 2008-2011.
- Chosen from 166 faculty members to pilot strategic inclusion and response-to-intervention leadership teams and integrate program into school-wide curriculum to appropriately address the needs of approximately 2400 students.
- Nominated by principal and selected to participate in statewide Teacher Leader Academy to acquire and apply skills to strengthen school-wide practices, resulting in effective meeting facilitation, collaboration, and data project implementation.
- Applied mentor teacher training to provide instructional coaching and support to new teachers since 2011.

Punahou School – Partnerships in Unlimited Educational Opportunities Program, Honolulu, HI   2009 – 2012
Administrator/Instructional Coach/Counseling Team Leader / Leadership Summer Administrative Intern/Lead Teacher

- Leading in public-private school partnership to serve middle and high school students from sixth grade through high school to raise the college aspirations and preparations through enrichment and DOE credit-bearing courses.
- Pioneered staff development modules and instructional coaching to 63 faculty members and assistants addressing topics including professionalism, differentiation, strategies for engagement, assessment, classroom management increasing quality of instruction and effectiveness of interventions.
- Created strategy for handling disciplinary issues and faculty/student to ensure the safety and success of all students and staff, evidenced in 100% of issues addressed/resolved.
- Designed and taught 6 weeks of original lessons utilizing technology, music, art and writing for 8th grade English and Math resulting in stronger academic preparation and work ethic for the following school year.
- Developed and executed training, instructional coaching model and curriculum to train and support new teachers

Breakthrough Collaborative Long Island, Locust Valley, NY   Summer 2007
7th Grade Research and Hawaiian Culture Teacher

- Designed and taught 45 minute classes for academically gifted middle school students of underprivileged school districts.
- Collaborated with associates to develop creative teaching tactics and lesson plans to design summer curriculum and program in an interactive way that would foster a love of learning and prepare students for school and college-readiness.

OTHER EXPERIENCE

Reverend Abraham Akaka Ministries Foundation, Honolulu, HI   Summer 2010 – Present
Director
- Fortify vision of foundation and allocate 1/9 of the budget to meet human needs, uplift culture and life of Native Hawaiians, promote peace on earth, and maintain, protect and manage the archives of Kahu Abraham Akaka.
- Initiate and facilitate annual Give Aloha campaign resulting in donations worth $2,050.12 to perpetuate the foundation's mission.

Wellesley Club of Hawaii, Honolulu, HI   January 2011 – Present
Co-Treasurer
- Manage club budget for 150 members, allocate funds for programs, book awards, and events and increase cultivation of prospective applicants.

Dreamhouse, Inc., Honolulu, HI   January 2014 – Present
Vice President
- Engage in ongoing conversations about public education in Ewa Beach and determine outcomes for broader opportunities for students of the community.

Board Member Information

**To be completed individually by each Applicant Governing Board member.
All forms must be signed by hand.**

Serving on a public charter school governing board is a position of public trust and fiduciary responsibility. As a governing board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its Charter Contract.

As part of the application for a new charter school, the Commission requests that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage governing board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

(1) Background- describe your role and time commitment

1. **Name of charter school on whose governing board you intend to serve:**

   DreamHouse Ewa Beach

2. **Your Contact information:**
   Name: Zachary M. DiIonno
   Phone: (███████████
   E-mail: zachdiionno@gmail.com

   Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
   ☒ Resume and professional bio are attached to this form.

   Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
   ☐ Does not apply to me ☒ Yes

   Why do you wish to serve on the governing board of the proposed charter school?

   I believe in the vision and mission of this school and have served as a co-founder of the DreamHouse Ewa Beach initiative since November 2012. My experience as a former public school teacher in the Ewa Beach community combined with my legal training gives me a unique perspective and skillset that can greatly contribute to the governing board.

What is your understanding of the appropriate role of a public charter school governing board member?

As a former teacher in the Ewa Beach community, I want to contribute my background as a teacher and my skill set as an attorney towards providing additional school choices for the students and families of Ewa Beach. I believe in the proposed charter's mission empowering children to be affirmed in their identities, grounded in and committed to the values of our community, and equipped with skills to be leaders. I want to ensure that the school has all the necessary resources and legal expertise to sustain its efforts for posterity both in serving students and complying with state and federal law.

Describe any previous experience you have that is relevant to serving on the charter school's governing board (*e.g.*, other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I serve as a founding and current board member of Parents for Public Schools—Hawai`i. I also serve on the Board for Friends of Italy Society of Hawai`i.

Describe the specific knowledge and experience that you would bring to the governing board.

The specific knowledge and experience that I bring to the governing board is outlined in my resume. I highlight my experience as a public school teacher, particularly my role as a special education teacher and my graduate degree in special education. Nearly all my work experience in law, public policy, and non-profit is directly centered or substantially involves the focus around public education. My

(2) School Mission and Plan

1. **What is your understanding of the school's mission and guiding beliefs?**

I helped to craft the language of the school's mission statement, vision, and guiding beliefs.

Mission: Our Mission is to empower children to be affirmed in their identities, grounded in and committed to the values of our community, and equipped with skills to be leaders. We believe in children driving change, and doing so in a way that they know who they are, what they stand for, and how they will have a positive impact on our community.

Guiding Beliefs: We believe in the tremendous potential of the children growing up in Ewa Beach and want to see them live fulfilling, successful lives; We believe in serving these children, welcoming their unique identities into the classroom, and empowering them as

leaders; We believe in growth mindsets in our staff; engaged and committed teachers engaged in professional development and committed to getting better for students; We believe the assets and people of Ewa Beach are integral to our students' journeys

2. What is your understanding of the school's proposed academic plan?

- The Academic Plan is grounded in leadership, identity, high academic expectations, and 21st century skills;
  - o **Identity -** encouraging children to bring into the classroom and school their identity, culture, heritage, and values;
  - o **Leadership -** honoring our community and islands and committing to better ourselves in order to serve, improve, and further the well-being of our island community; we want to develop students who are committed to returning to the State of Hawai`i, their community, and use their skill set to improve the lives of those in the community;
  - o **High Academic Expectations -** College and career opportunity and success; Common Core-, BOE-, and competitive university entrance requirements-aligned academic program focused on;
  - o **21st Century Skills -** developing robust set of 21st century skills preparing students to successfully navigate middle, high school, and college with local, national, and global lenses
- The Plan's four main components (leadership, identity, high academic expectations, and 21st century skills) drive many of the models and systems of the school;
- The plan will be grounded in local curriculum as well to highlight local learning opportunities and alignment between inside and outside of the classroom learning;
- Teachers, instructional methods, and the learning environment will be centered on student inquiry and exploration of concepts and skills;

3. What do you believe to be the characteristics of a successful school?
- A strong academic philosophy supported by exceptional teachers and learning environments;
- Adults who empower students to think critically for themselves;
- Students who feel supported to learn at their own pace, feel challenged and encouraged to take risks and excel, and who realize their own growth as success;
- Adults who support and empower each other;
- Administration that supports teachers;
- A capable and invested school board committed to successful execution of the academic, organizational, and financial plan for the school;
- Parents and families who are engaged in the decisions, happening, and progress of their child and school;
- Community is engaged and welcomed into the school;
- Teaching staff and leadership reflects local community;
- School leadership and board is steeped in local knowledge and receptive to feedback

and changing dynamics

4. How will you know that the school is succeeding or is not succeeding in its mission?
- The school is adhering to its charter with vigilance;
- Components from the previous list will be happening;
- Survey indicators from students, staff, parents, community, and board will point towards satisfaction and feeling engaged, welcomed, appreciated;
- Academic results are growing, trending upward, and surpassing goals;
- Organizationally, the school adheres to sound policies and procedures ensuring transparency and effectiveness within the school's operations; the school and nonprofit are in compliance with all state and federal laws;
- Financially, the school adheres to state performance metrics and maintains an increasing reserve and funding support;
- Budget variance, transparency, and soundness is consistent**;**

Click or tap here to enter text.

(3) Governance

Attachment A.　　**Describe the role that the governing board will play in the school's operation.**

- Support governance of the school across academic, organizational, and financial aspects of operating a school;
- Assist with supporting and managing the school director;
- Divide into committees and oversee various areas (hiring pipeline, funding, etc.) in depth;
- Uphold faithfulness to the charter;
- Ensure strong educational program delivery to students and the community;
- Offer strategic guidance to school director and leadership;
- Maintain fiduciary transparency and responsibility;
- Maintain ethical operation of the school through oversight and partnership;
- Respond to and engage with State Commission as needed

Attachment B.　　**How will you know if the school is successful at the end of the first year of operation?**

- We will have served a diverse cohort of 100 students from Ewa Beach;
- We will have held a lottery and lined up our next cohort of 100 students;
- We will have a building for the next year;
- We will have hired the teachers necessary to teach 6th and 7th grade;
- We will met our fundraising goals for the year;
- We will have met the necessary components of our charter contract across academic, organizational, and financial areas;

- We will have outpaced our academic goals and exceeded complex and state averages in reading, math, and science, narrowing sub-group gaps;
- Families and communities will offer positive praise as to our welcoming, open culture
- Students will want to come back for the next year;
- We will have actively partnered with fellow DOE schools in the complex;

Attachment C. How will you know at the end of five years if the school is successful?

- We will have maintained our growth plan and will be at 500 students, grades 6-10, ready to add 11th grade in our 6th year;
- We will have a successful educational plan as demonstrated by academic growth, students exceeding goals, and teachers supporting the model and school;
- We will have an active teacher recruiting pipeline and full staff;
- We will have full school and non-profit boards with diverse members from across the community;
- We will have a growing and sustainable financial position as indicated by Commission metrics; We will have renewed our charter application;
- We will have active and robust partnerships with community organizations and institutional entities in the area and islands;
- We will be in a permanent facility;
- We will be fully sustainable on per pupil and government funds;
- Our students will stay with us as we grow;

Attachment D. What specific steps do you think the governing board will need to take to ensure that the school is successful?

- Grow with diverse, experienced members committed to the success of our students, school, and community;
- Develop and grow professionally as a board, leveraging best practices and support personnel, in order to optimize our size, structure, reach, and potential;
- Remain engaged in the operation and growth of the school;
- Continue to engage in the local educational and charter landscape evolution;

Attachment E. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?

- Refer to bylaws and raise questions to board chair and school director;
- Meet with board president, school director, and members concerned;
- Highlight potential breach of ethics and allow for board chair and school director to assist in arbitration and next steps;
- If egregious, support a motion to remove concerned individuals from board;
- If questionable, but not damaging, work with individuals and board chair, school director

to build understanding, alignment, recovery and growth steps, and a vision for success;

(4) Disclosures

1. **Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.**

   ☐ I/we do not know these individuals ☒ Yes

   I know Meilan Akaka as a Teach For America fellow corps member and a friend.

   I know Alex Teece as a Teach For America fellow corps members, teacher colleague at Ilima Intermediate, and a friend.
   I know Ed Kaukani through community meetings held in relation to the proposed charter school.

2. **Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.**

   ☐ I/we do not know any such employees ☒ Yes

   I know Alex Teece as a Teach For America fellow corps members, teacher colleague at Ilima Intermediate, and a friend.

3. **Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.**

   ☒ I/we do not know any such persons ☐ Yes

4. **Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.**

   ☒ I/we do not anticipate conducting any such business ☐ Yes

5. **If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.**

    ☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.
    ☐ I/we do not know any such persons   ☐ Yes

6. **If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.**

    ☒ N/A.   ☐ I/we have no such interest   ☐ Yes

7. **If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.**

    ☒ N/A   ☐ I/we or my family do not anticipate conducting any such business   ☐ Yes

8. **Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.**

    ☒ Does not apply to me, my spouse or family   ☐ Yes

    Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.

    ☒ None   ☐ Yes

(5) Certification

I, <u>ZACHARY DIIONNO</u>, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect.

_____   <u>01/10/2017</u>
Signature   Date

ZACHARY DiIONNO

zachdiionno@gmail.com

EDUCATION

2010–2013	**UNIVERSITY OF HAWAI`I – William S. Richardson School of Law**	**Honolulu, HI**

Juris Doctorate – Native Hawaiian Law Certificate
- 2013 National Native American Law Student Association Moot Court Competition
  First Place for "Best Brief" (*publication forthcoming* in Univ. of Oklahoma American Indian Law Review)
- 2012 National Native American Law Student Association Moot Court Competition
  Third Place for "Best Overall Advocate"; Third Place for "Best Brief"
- Legal Writing Teaching Assistant for Christine Daleiden, Esq. (Spring 2012)
- Editor, Asian-Pacific Law & Policy Journal (2011-2012)
- CALI, Excellence for the Future Awards, Highest Grade, Legal Writing (Fall 2010, Spring 2011)
- CALI, Excellence for the Future Awards, Highest Grade, Native Hawaiian Rights (Fall 2012)
- Student Bar Association 1L Class Representative (2010-2011)

2007–2009	**UNIVERSITY OF HAWAI`I – College of Education**	**Honolulu, HI**

Master of Education – Special Education
- Earned a perfect 4.0 grade point average
- Appointed student marshal for graduate class for academic achievement and leadership

2002–2006	**JOHNS HOPKINS UNIVERSITY**	**Baltimore, MD**

Bachelor of Arts – Political Science
- Dean's List (Spring 2005) (Fall 2005)
- Four-year letterman on the varsity football team (2002-2005); All-Conference Quarterback (2004 & 2005);
  Team Captain (2005); Four-time Centennial Conference Champions (2002-2005);
  Led team to first ever NCAA tournament appearance in school history (2005)
- Alpha Delta Phi – Social Chairman (2003-2006)

PROFESSIONAL EXPERIENCE

October 2014	**ALSTON HUNT FLOYD & ING**	**Honolulu, HI**

Associate Attorney
- Drafts substantive and procedural motions and briefs in complex litigation cases involving construction disputes, contract law, employment law, constitutional and civil rights law, real estate law, and class actions
- Handles pre-litigation phases of cases to drafting complaints and responsive pleadings to all phases of discovery to drafting both procedural and substantive motions

August 2013 – August 2014	**HONORABLE ASSOCIATE JUSTICE RICHARD W. POLLACK** **SUPREME COURT OF HAWAI`I**	**Honolulu, HI**

Law Clerk
- Drafts legal opinions for the court
- Prepares memoranda recommending whether the court should accept or reject applications for writ of certiorari through comprehensive review of the record on appeal, appellate briefs, and applicable case law
- Performs extensive legal research on the relevant law, case precedent, and standard of review for legal opinions and certiorari memoranda

Fall 2012	**HONORABLE ASSOCIATE JUSTICE SABRINA McKENNA** **SUPREME COURT OF HAWAI`I**	**Honolulu, HI**

Clerk Extern
- Reviewed the record on appeal, appellate briefs, and applications for writ of certiorari
- Researched the relevant law and standard of review for applications for certiorari and prepared memoranda recommending whether the court should accept applications for writ of certiorari

Summer 2012	**HAWAI`I APPLESEED CENTER FOR LAW & ECONOMIC JUSTICE**	**Honolulu, HI**

Summer Extern
- Developed a pilot project aimed at maximizing participation in the school breakfast program in Hawai`i's low-income public schools

- Drafted memoranda exploring current school disciplinary practices in HIDOE and potential civil rights violations resulting from the disproportionate impact of disciplinary practices on students from various ethnic backgrounds
- Drafted memoranda examining the efficacy of HIDOE's implementation of services for ELL students with respect to teacher qualifications and administration of ELL programs at the local school level

Spring 2012	**HAWAI`I STATE CAPITOL OFFICE OF SENATOR JILL TOKUDA**	Honolulu, HI

Legal Extern
- Drafted memoranda and resolutions on legal issues addressed in bill proposals, including Senate Concurrent Resolution 131 regarding coordination of policies and services for victims of human trafficking
- Researched and recommended education statutes in H.R.S. Chapter 302A for repeal as a part of Senator Tokuda's statutory audit initiative

Summer 2011	**MCCORRISTON MUKAI MILLER MACKINNON LLC**	Honolulu, HI

Summer Associate
- Researched and prepared legal memoranda on dram shop liability, non-disparagement covenants, contract rescission, and strict products liability
- Drafted court motions including summary judgments, amended complaints, and a successful motion for judgment on the pleadings in a case involving the Americans with Disabilities Act

2007–2010	**TEACH FOR AMERICA – Ilima Intermediate School**	Ewa Beach, HI

Teacher/Corps Member
- Managed caseload of 10-15 students with mild-to-moderate disabilities and provided special services under the inclusion classroom model
- Advised student Civic Club to organize and execute community-service projects and fundraisers for annual trip to Washington, D.C., New York City, NY, and Gettysburg, PA
- Selected as a 2010 Political Advocacy & Leadership Initiative fellow through Teach For America to work at the Center For American Progress, a public policy and advocacy organization located in Washington, D.C.

LEGAL LICENSURES & AFFILIATIONS

- Hawai`i State Bar
- United States District Court for the District of Hawai`i
- Hawai`i State Bar Association—Appellate Section

CIVIC LEADERSHIP EXPERIENCE

Oct. 2010–Present	**PARENTS FOR PUBLIC SCHOOLS HAWAI`I**	Honolulu, HI

Co-Founder/Board Member
- Collaborates with parents, students, and stakeholders across Hawai`i through activities and meetings to promote parent involvement in policy and legislative initiatives relating to Hawai`i's public school system

July 2011–May 2012	**ADVOCATES FOR PUBLIC INTEREST LAW (APIL)**	Honolulu, HI

President of Student Board
- Spearheaded organization's efforts to educate students and the legal community about opportunities in public interest law
- Collaborated with student board to conduct a year-long calendar of events and fund-raisers, including the annual Pro Bono Fair, Gala Auction, and Run For Justice, which cumulatively raised over $20,000 to fund competitive summer stipends for students to work at public interest organizations

June 2011–Nov. 2012	**MANOA NEIGHBORHOOD BOARD DISTRICT 7**	Honolulu, HI

Vice Chairman, Treasurer
- Convened with community members, police officers, firemen, state and local elected officials during monthly meetings to address community concerns and updates involving safety, health and wellness, traffic management, and public facilities maintenance
- Prepared the Board's monthly financial statements for board meetings

INTERESTS

- Musicianship, Sports, Outdoor Activities, Hiking, Politics, Culinary Arts, Historical Non-Fiction Reading, Surfing, Writing, Poetry, Art, Furniture Crafts

Board Member Information

**To be completed individually by each Applicant Governing Board member.
All forms must be signed by hand.**

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As part of the application for a new charter school, the Commission requests that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage governing board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

(1) Background- describe your role and time commitment

1. **Name of charter school on whose governing board you intend to serve:**

    DreamHouse Ewa Beach

2. **Your Contact information:**
    Name: Alex Teece
    Phone: ▮▮▮▮▮▮▮▮▮▮
    E-mail: alex_teece@mail.harvard.edu

    Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
    ☒ Resume and professional bio are attached to this form.

    Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
    ☐ Does not apply to me ☒ Yes

    Why do you wish to serve on the governing board of the proposed charter school?

    I believe in the vision and mission of this school and have served as a co-founder of the DreamHouse Ewa Beach initiative since November 2012.

What is your understanding of the appropriate role of a public charter school governing board member?

We are the trustees. We oversee governance of successful academic, organizational, and financial houses of the school. This includes, but is not limited to: students growing and learning, the school as a whole performing well academically, the hiring of and development of effective leadership, compliance of personnel (i.e. putting caring, safe adults in front of kids), adherence to charter, facility acquisition and management, effective recruitment of staff and students, admission and enrollment of families and students, building our partnerships with organizations and individuals in the community, building and managing a strong budget, partnering with our non-profit to fund- and friend-raise, and ultimately stay in line with all Charter Commission expectations within each one of these (and many other) academic, organizational, and financial areas. We must be able to see what strong performance looks like… govern towards it… know when we are off-track… know how to get back on track… do so… and continue doing so as we grow and evolve as a school. We are the trustees, and ultimately responsible for everything pertaining to the school.

Describe any previous experience you have that is relevant to serving on the charter school's governing board (*e.g.*, other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served as board chair for a local, advocacy-focused non-profit and led high-level strategy development as well as thought partnership with leadership staff to build daily operations (Learning First); I served on Aloha United Way's Society of Young Leaders executive board to develop fundraising plans, plan and execute events, build membership, and set strategy and direction of the group; I have worked with SEEQS' fundraising committee and board to explore strategy around fundraising and development; I am a co-founder of DreamHouse, Inc., the supporting non-profit for DreamHouse Ewa Beach and for two years have helped set strategy and direction, build our board, market and promote from an organizational perspective, and integrate efforts between proposed school and non-profit.

I believe I have the capability to be a board member due to: past direct experience; corollary experiences that have built out transferable skills in governance, fundraising, course adjustment, finance, and operations; multiple years of higher education focused on many of these areas specifically; and ultimately my deep knowledge of this project from a school and non-profit standpoint.

Describe the specific knowledge and experience that you would bring to the governing board.

Fundraising – I was Development Director at Teach For America Hawai'i for two full fiscal years (FY2013, FY2014) and had extensive training in effective fundraising in multiple forms (personal, foundation, corporate, state, federal); grant writing, event planning, giving campaigns, donor relationships, and prospecting were all part of my work streams.

Local relationships – through my work over the past eight years in Hawaiʻi, from education to non-profit to finance, I have built and development many relationships that I believe will help incubate and support the development of this school. From keeping in touch with and informing local foundations, engaging local philanthropists, inspiring friends and family around DreamHouse, and ultimately aligning my life with this work, these relationships have become closer and closer to the vision and dream of this school.

Finance – I worked in banking, hold an MBA in finance and corporate accounting, and have developed number financial models and budgets for non-profits and organizations over recent years; finance, accounting, and fiscal management is a strength and perspective that I bring to our board.

School Integration – as I am the proposed founding school director, I will bring a perspective from the school that will help inform our governance.

(2) School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?

The school's mission is to affirm the identity of and empower leadership within our children. We aim to begin with a 6th grade of 100 students and grow one grade at a time to become a 700-student, 6-12 middle and high school serving Ewa Beach. Our mission is to develop and prepare our children for local leadership, advocacy, and engagement.

POTENTAL | The school's guiding belief is that all children can learn, and if empowered and affirmed, they will develop into local leaders, committed to positive change within our island community.

RESPONSIBILITY | The school also believes that we, as educators, are responsible for partnering with home, the community, and many others to make this happen; the opportunity is shared, but our school and our educators are ultimately responsible for shaping our students' trajectory. We don't shift blame, we don't make excuses – this is on us, this is our responsibility, and we take that very seriously.

POSSIBILITY | The school ultimately believes that if we are successful in designing and growing this leadership and identity development shop, we can build a pipeline for local leadership that will change (positively, effectively) our island community. We truly believe in our vision that our if our kids are affirmed in who they are, empowered to be leaders, and committed to our islands and affecting change within them, that we will see a strong pipeline of local leadership from Ewa Beach and surrounding communities that impacts our entire state.

2. What is your understanding of the school's proposed academic plan?

The school will be an inquiry-based model with in-house curriculum developed to accentuate leadership and identity development.

Our classrooms will be centered on the student, designed around (1) locally developed, culturally responsive curriculum, (2) ambitious benchmarks and production-based assessments, (3) classroom environment that develops 21st century skills alongside of content knowledge, and (4) dynamic teachers and instructional strategies.

Our larger model, around these classrooms will be (1) setting ambitious goals and outcomes aligned with our mission, (2) supporting an inquiry-driven teaching and learning experience, (3) actively assessing growth and outcomes, and (4) developing professionally in order to strengthen and grow our system and trajectory towards our vision.

Classrooms, supporting elements, the school system – these are the key layers to our academic plan.

Core to our model is the alignment to five outcomes we have developed as core to our students from 6th through 12th grade, which are: voice, identity, servant leadership, community, and consciousness; ownership and development of these competencies and disposition is different as students progress through DreamHouse and they are ultimately indicators of development, alongside of academics, portfolio creation and defense, and more traditional and mandated indicators of student success (i.e. SBA results, BOE policy adherence, BOE strategic plan adherence, etc.).

The school will ultimately align with a BOE diploma, thus, it is driven in part by individual courses, rigorous standards, and a culture of assessments and data to improve performance. The model focuses on student-centered learning environments through which teachers facilitate and support learning instead of direct teach and lecture, block scheduling that opens up 70 minutes per class (primarily student-led and inquiry-based), end of unit projects and multi-dimension assessments that engage fellow students, family, and community, and

Unique to the school will be a schedule the offers student choice (daily advisory tutorial blocks), leadership and development space (four days a week there is a Leadership and Identity Development block), end-of-year portfolio creation and defense (grades are not enough to move forward at DreamHouse), an individual student-learning plan (ILDP – Individual Learning and Development Plan through which students measure their own growth, build out goals and progress, reflect, and engage others in their own learning trajectory), and other individual pieces that differentiate DreamHouse from local public schools within the district.

3. **What do you believe to be the characteristics of a successful school?**

First and foremost, student success. All else can be related back to this, and should be. Theoretically, students join us because they believe in our vision and mission trust that we are going to move them along that pathway (in the case of DreamHouse, that means developing leaders who are affirmed in their identity and committed to our island community); we as a school are responsible for moving them along this pathway… successful academically, yes, but also developing as leaders – this is our charter and this is our charge.

So, in support of that then, we must have strong organizational and financial performance as a school; we are kind of like a business in that sense and must be sustainable, adhere to Commission expectations, state and federal guidelines, and run a crisp, clean, transparent operation that is growing and building sustainably.

4. **How will you know that the school is succeeding or is not succeeding in its mission?**

Strong STRIVE HI results… compliance with the Commission (and state / feral guidelines)… building a strong balance sheet with predictable and growing cash flows… success is ultimately via external metrics. We may feel successful internally, but we need to meet the bar; just the way it is. Interim success indicators that will lead us to believe we are *going* to be successful are important, but we will know if we are successful in we are improving our STRIVE HI performance, staying in the Commission's good graces, and ultimately building our cash position. There are many details within these broad strokes (a building, enrollment, staff retention, board effectiveness, non-profit effectiveness, etc.), but the main three buckets are the umbrellas for these more detailed pieces (that ultimately fall under these areas).

(3) Governance

Attachment A. **Describe the role that the governing board will play in the school's operation.**

The board's mission is to support the school in the governance of high-level academic, organizational, and financial strategy to enable the school to operate a high quality, viable educational program as outlined in the academic plan. Governance within our model will mean providing the resources, thought-partnership, and strategic support to empower DreamHouse with adequate autonomy to operate our educational model, while also working diligently to help us hold ourselves accountable to the goals, metrics, and success indicators outlaid in our charter. Strategic counsel across academic, organizational, and financial pillars of our school model, from the perspective of a managing board, is essential to the effective delivery of our educational program, as well as the success of our students.

Attachment B. **How will you know if the school is successful at the end of the first year of operation?**

After a year, our board will have been successful if we can meeting academic, organizational, and financial benchmarks and performance metrics, both internally and externally.

ACADEMIC – Internally, our goals around individual, subgroup, and overall student achievement through formative and summative assessment will indicate success after a year, and if individual students have grown in proficiency, subgroup gaps are narrowing, and overall 6th grade cohort proficiency is rising, our academics will have been successful. Externally, we look at STRIVE HI as a comprehensive assessment to measure success.

ORGANIZATIONAL – Internally, we have a series of metrics we use to gauge performance, and they generally fall into three buckets: (1) compliance, (2) climate, and (3) charter. We will assess data, personnel performance, and any corrective action that was necessary over the course of the year to determine the year's success. Externally, our main priority is compliance with the Charter Commission through both Epicenter tasks as well as any additional compliance-related tasks. We'd like to add a board member or two over the course of the year, so if we are developing as a board, and also adding a person or two, that would be ideal. Lastly, a building or space to grow into our next year will be a key success indicator.

FINANCIAL – Internally, we meet our own framework metrics and are building a sustainable financial position, in compliance with charter, state, and federal guidelines (law). Externally, we meet the financial performance metrics laid forth by the Charter Commission. Included in both (internal, external) is tight financial control and record over our cash in and outflows, a clear and accurate budget for the current and upcoming fiscal year, strong partnership with our non-profit, and additional financial sustainability measures that are laid out in the financial performance metrics of our application.

Attachment C. **How will you know at the end of five years if the school is successful?**

Within these three buckets (academic, organizational, and financial)…

ACADEMIC – Our students will have grown individually, sub-group gaps will have drastically decreased as students progress through our growing program, and overall cohorts show increasing academic gains as measure by formative and summative assessments; STRIVE HI results continue to improve and our school is on a pathway to being recognized as a top academic program in the state.

ORGANIZATIONAL – No major compliance issues over the first five years, a long-term facility has been acquired and is sustainable, our board is growing and thriving as a diverse body of qualified, committed individuals, the climate of our school is healthy (student, teacher, family, community), our recruitment pipelines are full and our staff is not churning at an alarming rate (retention), students aren't leaving at an alarming rate (retention), our grades are growing towards senior year as projected in our charter, and we are ultimately staying true to the mission and vision of our charter (in terms of school culture, growth, sustainability, impact, and reputation within the local and state community).

FINANCIAL – Strong balance sheet; increasing retained earnings; positive cash flows and sustainability; no debt; strong annual fundraising operations; foundation support; mainland foundation and philanthropic interest; clarity and compliance with budget and financial metrics with the Charter Commission; no major issues or corrective actions needed.

Attachment D. **What specific steps do you think the governing board will need to take to ensure that the school is successful?**

STEP 1: <u>Building clarity and alignment</u> - we will need to work closely with each other, with the school leadership, with staff and families of our school, with our community, with schools in our complex and complex leadership, with our non-profit, and the local education community, and with the Charter Commission to ensure partnership, alignment, swift and effective corrective action, and overall responsiveness to the needs of our growing school.

STEP 2: <u>Building proactive culture</u> – we will need to closely abide by the performance metrics and protocol outlined in our charter to maintain a culture of active governance and proactive intervention so that we are getting out ahead of issues and if they do arise, we deal with them immediately

STEP 3: <u>Development</u> – internal development of our existing board as well as growing as a board is a priority; diverse board members with perspective and experience are important to the health of the school

STEP 4: <u>Reflection and improvement</u> – taking time to look back on quarters and years, bringing in external perspectives, engaging feedback, adjusting, creating new policies, innovating… all of this is important for us to ensure success as a growing, living school.

Attachment E.   How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?

Ethics and integrity is central to our school operation and culture. If there is an unethical act, it will be noted and brought to the board chair and addressed accordingly; this will most likely mean addressing with the person involved, bringing the act to the board overall, and following bylaws and procedures to take corrective action (if legal and unethical, it could mean a vote off the board; if illegal, we would engage proper authorities to address the situation). If the board chair is involved, the procedure would shift in that the school director and/or other board members would be involved to follow a similar pattern of events. Ultimately the bylaws, Charter Commission expectations, and state statute will determine procedure once actions are lifted up and in front of the overall board. Transparency is very important to the operation of our school and our board.

(4) Disclosures

1. **Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.**

   ☐ I/we do not know these individuals   ☒ Yes   Worked with them for 4 years to start this school.

2. **Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.**

   ☐ I/we do not know any such employees   ☒ Yes   I currently teach in the DOE / charters.

3. **Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.**

☐ I/we do not know any such persons ☒ Yes

As the proposed school director, I am building out relationships with many different individuals and organizations with the ultimate goal of contracting or entering into some sort of business relationship. My involvement and position with the school is very clear and my role on the board in additionally noted. We will adhere to all conflict of interest policies set forth internally, as well as those laid out by the Commission, BOE, State, and Federal Agencies.

4. **Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.**

☒ I/we do not anticipate conducting any such business ☐ Yes

5. **If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.**

☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☐ I/we do not know any such persons ☐ Yes

6. **If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.**

☒ N/A. ☐ I/we have no such interest ☐ Yes

7. **If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.**

☒ N/A ☐ I/we or my family do not anticipate conducting any such business ☐ Yes

8. **Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.**

   ☒ Does not apply to me, my spouse or family   ☐ Yes

   Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.

   ☒ None   ☐ Yes

(5) Certification

I, <u>ALEX TEECE</u>, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect.

_____   ___1_/_12_/_17___
Signature   Date

ALEX D. TEECE

PO BOX 1058
Honolulu, HI 96808-1058   alex_teece@mail.harvard.edu

EDUCATION

Harvard Graduate School of Education, Harvard University, Cambridge, MA   May 2016
Master of Education in School Leadership: School Development
Zuckerman Fellow, Center for Public Leadership, Harvard Kennedy School of Government
Principal Intern, Josiah Quincy Upper School, Boston Public Schools

Simon Business School, University of Rochester, Rochester, NY   June 2012
Master of Business Administration: Finance, Corporate Accounting, and International Management
Teach For America Scholarship, Dean Mark Zupan Scholarship
Study Abroad: Hong Kong University of Science & Technology, Hong Kong   Fall 2011

Graduate College of Education, University of Hawaii, Honolulu, HI   2008 – 2010
Master of Education in Teaching: Secondary English Language Arts, GPA: 4.0
Thesis: An action research study on presenting community opinion to 7th graders and studying related impact on identity
McInerny Scholarship Recipient; Licensed Teacher in the State of Hawai'i (#SL011259)

Park Center for Business and Sustainable Enterprise, Ithaca College, Ithaca, NY   2004 – 2008
Bachelor of Science in Business Administration: Management & Marketing
Study Abroad: Griffith University, Gold Coast, Australia   Fall 2006

EDUCATION EXPERIENCE

Teach For America – Hawai'i Region, Honolulu, HI   2012 – 2014
Director | Development & External Partnerships
- Designed and executed two-year development campaign that led to $5.9 million raised for regional operations and growth
- Managed four-person external affairs team in building funding network, increasing footprint in schools, and mobilizing alumni
- Served on seven-person leadership team to manage 21-person regional team towards ambitious growth plan and goals

Teach For America – Summer Training Institute, Phoenix, AZ   Summer 2012
School Director | Teleos Preparatory Academy
- Managed four-month preparation, five-week implementation, and execution of inaugural summer school program for 130 students
- Led six-person team in coaching, developing, and training 36 new teachers in lesson planning, curriculum, and lead-teaching
- Partnered with national non-profit to execute 75-person community service day that provided record 400 volunteer hours in a day

Teach For America – Summer Training Institute, Atlanta, GA   Summer 2010
Operations Director | Transportation and Special Events
- Collaborated with team of six to implement operational strategy leading to national record 91% approval from institute
- Designed and executed eight critical projects that realized a 16% increase in satisfaction through responsive data analysis
- Managed and trained two college interns in project management, relationship management, and strategy execution

Ilima Intermediate School, Ewa Beach, HI   2008 – 2010
Seventh Grade English Teacher | Team Leader
- Managed team of eight adults in designing and implementing cross-discipline instructional units and learning initiatives
- Analyzed and modeled performance trends of over 280 students leading to 86% course average over two years
- Increased state test scores of 24 students from 34% to a passing rate of 71% during five-week summer training institute

FINANCE EXPERIENCE

Bank of Hawaii – Commercial Credit Group, Honolulu, HI   2014 – 2015
Senior Analyst
- Served as Lead Underwriter for $98 million in new and renewal commercial real estate, photovoltaic, and revolving credit line deals
- Supported three commercial banking units in analyzing, structuring, and approving credit facilities for 40 commercial banking clients

Morgan Stanley – Public Finance Investment Banking, New York, NY   Summer 2011
Summer Associate | Non-profit Healthcare
- Supported eight deal teams on over $400 million of municipal security issuances while covering non-profit healthcare clients
- Developed over 40 deal pitch books for senior bankers resulting in two new debt restructuring deals valued at over $200 million

COMMUNITY & INTERESTS

- DreamHouse Ewa Beach Co-Founder, SEEQS Charter School Development Committee, Aloha United Way SYL Executive Board, Harvard Ed School Diversity Council, UH Mānoa Adjunct Professor & MEdT Candidate Coach, Campbell Complex Part-Time Teacher
- Travel and culture, hiking, open ocean swimming, yoga, cooking, fundraising, startups, Hawai'i

Board Member Information

**To be completed individually by each Applicant Governing Board member.
All forms must be signed by hand.**

Serving on a public charter school governing board is a position of public trust and fiduciary responsibility. As a governing board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its Charter Contract.

As part of the application for a new charter school, the Commission requests that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage governing board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

<u>(1) Background- describe your role and time commitment</u>

1. Name of charter school on whose governing board you intend to serve:

   DreamHouse Ewa Beach

2. Your Contact information:
   Name: Edwin Kaukani
   Phone: (███████████
   E-mail: kauracing@yahoo.com

   Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
   ☒ Resume and professional bio are attached to this form.

   Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
   ☒ Does not apply to me   ☐ Yes

   Why do you wish to serve on the governing board of the proposed charter school?

   To see that a child's education can help them to be more than just another kid being pushed out the back door! Too many of them have "lost potential".

   What is your understanding of the appropriate role of a public charter school governing board

member?

- Support governance of the school across academic, organizational, and financial aspects of operating a school;
- To uphold the faithfulness to the charter;
- To ensure strong educational program delivery to our students, the children of Ewa Beach
- To actively partner with school management to troubleshoot, support, and sustain the school.

Describe any previous experience you have that is relevant to serving on the charter school's governing board (*e.g.*, other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have trained and taught over 200 people in the local finance industry; the development of people, understanding their strengths and areas of growth, and working to understand their capacity in different situations leads me to this role of governing this school, including managing the school leader.

Describe the specific knowledge and experience that you would bring to the governing board.

Local finance and banking, human capital / people development; I have an open mind, and know where these people are from, growing up in Makakilo and now living in Ewa Beach.

(2) School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?

The school's mission is to affirm the identity of and empower leadership within our children. We aim to begin with a 6th grade of 100 students and grow one grade at a time to become a 700-student, 6-12 middle and high school serving Ewa Beach. Our mission is to develop and prepare our children for local leadership, advocacy, and engagement.

2. What is your understanding of the school's proposed academic plan?

We are focused on 6th through 12th grade, getting kids through middle and high school and ready for college and whatever is next or each child. We'll have 100 student classes, so we will be much smaller than the other schools (Ilima, Ewa Makai, Campbell).

The academic plan focuses on setting goals for our kids and our teachers, supporting kids in their learning through allowing them to take risks, fail, and learn from them, and to grow as a school community. In addition, leadership development and a schedule that builds in leadership growth, as well as building a better understanding of each child's identity, is a piece of the academic plan.

3. What do you believe to be the characteristics of a successful school?
A strong academic philosophy supported by exceptional teachers and learning environments;

Adults who empower students to think critically for themselves;

Students who feel supported to learn at their own pace, feel challenged and encouraged to take risks and excel, and who realize their own growth as success;

Adults who support and empower each other;

Administration that supports teachers;

A capable and invested school board committed to successful execution of the academic, organizational, and financial plan for the school;

Parents and families who are engaged in the decisions, happening, and progress of their child and school;

Community is engaged and welcomed into the school;

Teaching staff and leadership reflects the local community;

School leadership and board is steeped in local knowledge and receptive to the feedback and changing dynamics;

4. **How will you know that the school is succeeding or is not succeeding in its mission?**

Strong STRIVE HI results… compliance with the Commission (and state / feral guidelines)… building a strong balance sheet with predictable and growing cash flows… success is ultimately via external metrics. We may feel successful internally, but we need to meet the bar; just the way it is. Interim success indicators that will lead us to believe we are *going* to be successful are important, but we will know if we are successful in we are improving our STRIVE HI performance, staying in the Commission's good graces, and ultimately building our cash position. There are many details within these broad strokes (a building, enrollment, staff retention, board effectiveness, non-profit effectiveness, etc.), but the main three buckets are the umbrellas for these more detailed pieces (that ultimately fall under these areas).

(3) Governance

Attachment A.   Describe the role that the governing board will play in the school's operation.

The board's mission is to support the school in the governance of high-level academic, organizational, and financial strategy to enable the school to operate a high quality, viable educational program as outlined in the academic plan. Governance within our model will mean providing the resources, thought-partnership, and strategic support to empower DreamHouse with adequate autonomy to operate our educational model, while also working

diligently to help us hold ourselves accountable to the goals, metrics, and success indicators outlaid in our charter. Strategic counsel across academic, organizational, and financial pillars of our school model, from the perspective of a managing board, is essential to the effective delivery of our educational program, as well as the success of our students.

Attachment B.   How will you know if the school is successful at the end of the first year of operation?

After a year, our board will have been successful if we can meeting academic, organizational, and financial benchmarks and performance metrics, both internally and externally.

ACADEMIC – Internally, our goals around individual, subgroup, and overall student achievement through formative and summative assessment will indicate success after a year, and if individual students have grown in proficiency, subgroup gaps are narrowing, and overall 6th grade cohort proficiency is rising, our academics will have been successful. Externally, we look at STRIVE HI as a comprehensive assessment to measure success.

ORGANIZATIONAL – Internally, we have a series of metrics we use to gauge performance, and they generally fall into three buckets: (1) compliance, (2) climate, and (3) charter. We will assess data, personnel performance, and any corrective action that was necessary over the course of the year to determine the year's success. Externally, our main priority is compliance with the Charter Commission through both Epicenter tasks as well as any additional compliance-related tasks. We'd like to add a board member or two over the course of the year, so if we are developing as a board, and also adding a person or two, that would be ideal. Lastly, a building or space to grow into our next year will be a key success indicator.

FINANCIAL – Internally, we meet our own framework metrics and are building a sustainable financial position, in compliance with charter, state, and federal guidelines (law). Externally, we meet the financial performance metrics laid forth by the Charter Commission. Included in both (internal, external) is tight financial control and record over our cash in and outflows, a clear and accurate budget for the current and upcoming fiscal year, strong partnership with our non-profit, and additional financial sustainability measures that are laid out in the financial performance metrics of our application.

Attachment C.   How will you know at the end of five years if the school is successful?

Within these three buckets (academic, organizational, and financial)…

ACADEMIC – Our students will have grown individually, sub-group gaps will have drastically decreased as students progress through our growing program, and overall cohorts show increasing academic gains as measure by formative and summative assessments; STRIVE HI results continue to improve and our school is on a pathway to being recognized as a top academic program in the state.

ORGANIZATIONAL – No major compliance issues over the first five years, a long-term

facility has been acquired and is sustainable, our board is growing and thriving as a diverse body of qualified, committed individuals, the climate of our school is healthy (student, teacher, family, community), our recruitment pipelines are full and our staff is not churning at an alarming rate (retention), students aren't leaving at an alarming rate (retention), our grades are growing towards senior year as projected in our charter, and we are ultimately staying true to the mission and vision of our charter (in terms of school culture, growth, sustainability, impact, and reputation within the local and state community).

FINANCIAL – Strong balance sheet; increasing retained earnings; positive cash flows and sustainability; no debt; strong annual fundraising operations; foundation support; mainland foundation and philanthropic interest; clarity and compliance with budget and financial metrics with the Charter Commission; no major issues or corrective actions needed.

Attachment D.   What specific steps do you think the governing board will need to take to ensure that the school is successful?

STEP 1: Building clarity and alignment - we will need to work closely with each other, with the school leadership, with staff and families of our school, with our community, with schools in our complex and complex leadership, with our non-profit, and the local education community, and with the Charter Commission to ensure partnership, alignment, swift and effective corrective action, and overall responsiveness to the needs of our growing school.

STEP 2: Building proactive culture – we will need to closely abide by the performance metrics and protocol outlined in our charter to maintain a culture of active governance and proactive intervention so that we are getting out ahead of issues and if they do arise, we deal with them immediately

STEP 3: Development – internal development of our existing board as well as growing as a board is a priority; diverse board members with perspective and experience are important to the health of the school

STEP 4: Reflection and improvement – taking time to look back on quarters and years, bringing in external perspectives, engaging feedback, adjusting, creating new policies, innovating… all of this is important for us to ensure success as a growing, living school.

Attachment E.   How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?

Ethics and integrity is central to our school operation and culture. If there is an unethical act, it will be noted and brought to the board chair and addressed accordingly; this will most likely mean addressing with the person involved, bringing the act to the board overall, and following bylaws and procedures to take corrective action (if legal and unethical, it could mean a vote off the board; if illegal, we would engage proper authorities to address the situation). If the board chair is involved, the procedure would shift in that the school director and/or other board members would be involved to follow a similar pattern of events. Ultimately the bylaws, Charter Commission expectations, and state statute will

determine procedure once actions are lifted up and in front of the overall board. Transparency is very important to the operation of our school and our board.

(4) Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.

   I/we do not know these individuals ■ Yes   Went through this process last year; know each member.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

   I/we do not know any such employees ■ Yes   Know Alex; others teachers in Ewa Beach.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

   ☒ I/we do not know any such persons ☐ Yes

4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

   ☒ I/we do not anticipate conducting any such business ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

   ☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.
   ☐ I/we do not know any such persons ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description. ☒ N/A. ☐ I/we have no such interest ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☒ N/A ☐ I/we or my family do not anticipate conducting any such business ☐ Yes

8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family ☐ Yes

Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.

☒ None ☐ Yes

(5) Certification

I, _Edwin Kaukani_, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect.

_____   _1/13/17_
Signature   Date

Edwin M. Kaukani

█████████████
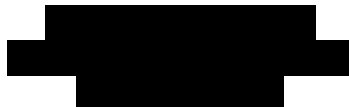
kauracing@yahoo.com

QUALIFICATIONS

Extensive sales & customer service training by phone or in person and cash handing experience. Dealing with high profile customers: CEO's, business/ homeowners, celebrates as well; excellent interpersonal communication and public relation skills.

EMPLOYMENT

Sentinel Alarm Co. *Security Sales Consultant (5/11-3/13)*

First Hawaiian Bank *Lobby Assistant, Safe Deposit Clerk, Clerk Teller, Teller, Teller Trainer, Credit Card Dispute Specialist, Credit Card Fraud Investigator, Retirement Specialist (5/91-4/11)*
- Started as security at main branch then moved into various different departments, within the banking system.
- In house training department; Cohen Brown sales tactics; Management training and leadership courses
- Microsoft Office; 10 Key software

VT Cycles *Moped Mechanic & Counter Service, Sales (1/04-10/10)*
- Service and sales
- Part fabrication
- Restoration of rare and used mopeds
- Excellent customer service in house and via phone
- Driver pick up, delivery of crucial parts and units

**Sandy Fleming's East Electric Tricks** *Counter Service and Sales, Radio Control Repair & Service Member (6/01-12/03)*
- Retail sales responsibilities
- Part fabrication
- Service and repair

The Hobby Company *Shift Supervisor, Radio Control Technician (3/88-5/01)*
- Excellent customer service in house and phone
- Supervising a team of four people in stocking merchandise, sales, merchandising cash and balanced end of business day
- Service, repair, and ordering

Thunder Bug *Counter Service and Sales / Auto Mechanic (1/85-1/87)*
- Excellent customer service in house and via phone
- Service and repair

REFERENCES

Kimo Mills Sr. Vice President, First Hawaiian Bank (808) 844-3842
Steve Vantrease Owner, VT Cycles (808) 596-7733
Dave Caldwell Owner, Sandy Fleming's (808) 456-7272

Attachment S - Admission and enrollment policy (Criterion III.D.3)
In line with the admission (lottery) policy, the admission and enrollment timeline and process is below. As mentioned, this policy is subject to change and revision to better serve our community and families as we grow and evolve as a school; any proposed revisions will be provided to the Commission and clearly communicated to families and the public.

(#) Step	Date (annually)
(1) Enrollment forms available and families welcome to submit form to DreamHouse Ewa Beach ("DreamHouse")	November 1st
(2) Enrollment forms must be in	5PM, final business day in February
(3) Lottery	March (exact date TBD)
(4) Announcements to families	Lottery date + 1 week
(5) Deadline to confirm enrollment	Lottery date + 3 weeks
(6) Enrollment and matriculation period begins as soon as enrollment is confirmed*	Lottery date + 3 weeks

Enrollment and matriculation procedures, events, and dates will be determined during the planning year and clearly communicated to families prior to the lottery.

Enrollment Forms - Enrollment forms will be made available in English, Tagalog, and other languages that are appropriate or requested. We will begin accepting enrollment forms online and in hard copy (via mail or in person) on November 1 of each calendar year, or on the first business day following November 1 if that date falls on a weekend. We will accept enrollment forms until 5PM on the last business day in February.

Contingency - If by the enrollment deadline the number of forms received is less than the number of seats available, all applicants will be accepted and enrolled in the school, and we will return to recruitment strategies to engage more families and students to round out the cohort. Subsequent enrollment forms will be accepted on a first come, first served basis until our enrollment capacity is reached. Once capacity is reached, subsequent applicants will be placed on a waiting list. If capacity is not reached, we will follow our contingency plans as outlined in our budget narrative.

When forms are submitted, appropriate personnel (operations lead, school director) will input information into an online spreadsheet and file hard copies internally and centrally. We will share this form with our board chair and make available to the Commission as necessary. This form will have information including demographics and other information acceptable by state law, and will maintain active record of enrollment timing, number of applicants, from where applicants are applying, etc.

As outlined in the first part of this section, we will follow the academic calendar for our initial student recruitment and engagement. Please refer to that section for additional detail.

Admission Plan (Lottery)

As a non-sectarian, tuition-free public school, DreamHouse will admit all grade-level eligible pupils who wish to attend up to the school's capacity (100-student cohorts per year), in accordance with Hawai'i State Law. DreamHouse will be a school of choice – no student will be required to attend DreamHouse over the objections of his/her legal guardian. Admission shall not be determined based on the place of residence of the pupil or of his/her parent or guardian. With specificity to Ewa Beach, Fort Weaver Road will not determine geographic eligibility for grades 6, 7, and 8.

DreamHouse shall abide by Hawai'i State Law and shall not charge tuition, nor discriminate against any pupil on the basis of ethnicity, national origin, gender, religion, disability, scholastic aptitude, or prior academic performance.

Children must meet be rising 5th to 6th graders upon enrollment at DreamHouse.

The specified cohort number per grade is 100 students, beginning with a 6th grade cohort of 100 students for the 2018-19 academic year. The year 1 lottery will be held to select this founding 6th grade cohort.

Admission Process - If the number of students who wish to attend DreamHouse exceeds the school's capacity, enrollment, except for existing students (which in year 1 will be zero), shall be determined by a public random drawing ("lottery").

Public Random Drawing - The drawing will occur annually, in March, in a public space large enough to accommodate all interested families.

Students currently attending the school will the exempt from the lottery and granted continued enrollment up to the school's capacity. Siblings of current students will be exempted from the lottery and granted enrollment up to the school's capacity and within reason (e.g. if multiple children have an extremely high number of siblings, our school, board, and Community Advisory Group will engage in a transparent resolution to ensuring an integrated, diverse student population that abides to this charter, Commission guidelines, and state law).

Children who are exempted from the lottery as stated above will be assigned numerical values (i.e. seats in the cohort) before names of children without exemption are drawn.

Drawings will be conducted for each grade in which there are fewer vacancies than pupils interested in attending; March 2018 will only feature a drawing for the 2018-19, 6th grade cohort of 100 students. All drawings shall take place consecutively on the same day in a single location. During the course of the drawing, if a card is drawn that indicates a sibling (of any grade) is also applying, the sibling will also be assigned the next available numerical ranking for the appropriate grade-level (i.e. the next available seat in the cohort). If there is not a vacancy in the appropriate grade for the sibling, he/she will go to the top of the waiting list for that grade, after any other siblings of current students who are already on the list.

While the drawing will be open to the public and families will be encouraged to attend, families are not required to be present at the time of the drawing to be eligible for admission. Results will be posted online and in hard copy in public locations. Results will also be mailed to all applicants and follow-up phone calls will be made within one week of the lottery.

Enrollment in the school will be offered to students according to their numerical ranking until capacity is reached. All remaining names will be placed on a waiting list in order according to their numerical rank (numerical rank being the order in which names were selected). Any families who decline admission or who fail to confirm within three weeks of the lottery would lose their position to the next name on the waiting list (this gives DreamHouse one week to send notification and families two additional weeks to confirm; exceptional circumstances of missed communication will be dealt with by our school board and Community Advisory Group in partnership with the Commission).

The waiting list will be kept on file at the school and will be valid for the duration of the school year. If a student withdraws or is expelled from the school, that seat will be offered to the next student on the waiting list; if the waiting list does not fill vacancies, seats will be drawn at the March lottery.

Enrollment forms received after 5PM on the enrollment deadline date will be marked with the date and time of receipt and will be added after the last name on the waiting list on a first come, first served basis.

The drawing will be officiated by a neutral party, preferably a respected public figure from the community. The names of each prospective student will be put on a card. The cards shall be of equal size and shape. The cards will also indicate if the applying student has any sibling(s) applying for admission the same year. The name on each card will be read as it is placed into a container or drawing device that randomly mixes the cards. The person officiating the drawing will draw the cards one at a time and read the name on the card. As each card is pulled, the child's name will be posted visibly on a display in the order it was drawn. Names will be given a numerical ranking based on the order they were drawn. The drawing will continue until all cards have been drawn and all names have been assigned a numerical ranking. These rankings will also be recorded in an electronic database. The first 100 drawings will be the initial cohort, with additional names being added to a waiting list.

The school may refine the drawing policies and procedures in accordance with written policy adopted by the governing authority of the school. A copy of the revised policy, designed to improve the school's admissions efforts, will be provided to the Commission within 45 calendar days of the approval by the charter school governing authority and prior to the enrollment period of the year in which the revised drawing policy will be implemented.

The school shall keep on file in the main office the following documents:

- Documentation of drawing procedures as defined in the school's charter and any subsequent policy or policies approved by the school board;

- Results of the public drawing, indicating ranking;
- The most up to date waiting list, including names that were added after the drawing, including contact information for each student.

Pre-Admission (prior to the lottery and acceptance) - As detailed in the recruitment in marketing component of this section, we will actively be in the community sharing with families and community members the vision, mission, purpose, and program of DreamHouse. Proposed activities are as follows:

Activity	Time	Purpose	Explanation
Information Sessions	Monthly	Information	Information sessions will be monthly from Nov-Mar, opening space for parents, families, community members, and educators to come and hear about DreamHouse, ask questions, and engage in dialogue around the school.
Canvassing	Fall, Spring	Outreach	Our Leadership Support Team, founding school board members, non-profit board members, and Community Advisory Group will walk the neighborhoods and canvass; we will knock on doors, engage with people locally, and market DreamHouse.
Booths / Tabling	Monthly	Outreach	Setting up booths at shopping plazas, places of business, community events, sports, and churches will help provide another touch point and market DreamHouse directly to our target population.
Coffee Talk Stories	Bi-Weekly	Connection	Twice a month, as we have done, we will talk story sessions at a local restaurant, coffee shop, place of business, or home to engage in deeper conversation around the vision, mission, values, beliefs, and plan for DreamHouse.
One:one	As requested	Connection	Similar to talk stories, one on one meetings will allow for people to spend personal time with DreamHouse representatives, hearing about the school and how it is to serve Ewa Beach; this is the most personal, direct, and intimate marketing.

Pre-Admission to the School Year (post lottery admission) - Following the first lottery for the founding 6th grade cohort in March 2018, we will begin a four month orientation and welcoming sequence that will a) orient our new students and families to DreamHouse, b) build relationships

with students and families and empower all as agents for the founding culture and trajectory of the school, and c) set expectations and put students on a pathway to being ready for fall 2018 opening.

Component	Time	Purpose	Explanation
Admitted Family Open House #1	April	Welcome and align	Welcome families and set vision for the year; hear hopes for children; share timeline, contact information, and next steps.
Home Visits	May	Deepen relationship	Visit each and every home of children who will be part of the founding cohort of DreamHouse students; introduce Leadership Support Team members, any hired teachers, board members, vision, and various components of the school; engage students and family in pre-work and summer expectations to get ready for start of school (to be determined).
Founding Family Open House #2	July	Kick-off, community-building	Bring all families together again shortly before school begins to celebrate the start of a new year, a new school, a new community; vision, our trajectory, the work, and other important components are conveyed; families share hopes for the year, why they are here, and we begin DreamHouse together.

CONGRESSWOMAN COLLEEN HANABUSA
1ST DISTRICT, HAWAII

422 CANNON HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
TELEPHONE: 202-225-2726
FAX: 202-225-0688

300 ALA MOANA BLVD.
ROOM 4-104
HONOLULU, HI 96850
TELEPHONE: 808-541-2570
FAX: 808-533-0133

Congress of the United States
Washington, DC 20515

January 17, 2016

State Public Charter School Commission
1111 Bishop Street, Suite 516
Honolulu, HI 96813

Dear Chairperson Payne & Commissioners:

Please accept this letter of support on behalf of the DreamHouse Ewa Beach community charter school initiative. My office recently met with Alex Teece, and he shared his team's vision and plan for DreamHouse, which is grounded in their significant experience and established partnership with the Ewa Beach community.

Access to quality public school options for all children and families remains a top priority of mine. Overcrowding in Ewa Beach schools is at an all-time high, and there is a dearth of educational programs that are responsive to current needs within the community. DreamHouse Ewa Beach is focused on building leadership and establishing identity, two key themes that were lifted up through years of "talk stories" and listening meetings that the DreamHouse team did in Ewa Beach prior to and during the application process.

DreamHouse would begin with students in the 6th grade and eventually build out to the 12th grade, adding 700 new public school seats and 52 projected new jobs to Ewa Beach. Students will be exposed to a rigorous, culturally sensitive curriculum as well as to leadership and identity development experiences that develop their potential and strengthen their commitment to the Ewa Beach, O'ahu, and Hawai'i communities. Local, homegrown leadership development can play a key role in the public school landscape here in Hawai'i, and this is the core of DreamHouse's philosophy.

This is a committed team of educators and a school that will serve Hawai'i's families for years to come. Thank you for your kind consideration in this matter.

Aloha,

COLLEEN HANABUSA
Member of Congress

TULSI GABBARD
2ND DISTRICT, HAWAII

COMMITTEE ON ARMED SERVICES

SUBCOMMITTEE ON
SEAPOWER AND PROJECTION FORCES

SUBCOMMITTEE ON READINESS

COMMITTEE ON FOREIGN AFFAIRS

SUBCOMMITTEE ON ASIA AND THE PACIFIC

SUBCOMMITTEE ON
EUROPE, EURASIA, AND EMERGING THREATS

300 ALA MOANA BOULEVARD, ROOM 5-104
HONOLULU, HI 96850
(808) 541-1986

1609 LONGWORTH HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-4906

http://www.gabbard.house.gov

Congress of the United States
House of Representatives
Washington, DC 20515–1102

January 4, 2016

State Public Charter School Commission
1111 Bishop Street, Suite 516
Honolulu, HI 96813

Dear Chairwoman Payne & Commissioners,

Please accept this letter of support for the DreamHouse Ewa Beach community charter school initiative. Alex Teece recently presented his team's vision and implementation plan for DreamHouse. My staff was delighted to note the initiative is well grounded in local educational experience and partnership with the Ewa Beach community.

While Ewa Beach falls within the First Congressional District, vibrant public educational opportunities for all children and families are a statewide priority. Overcrowding in Ewa Beach schools is at an all-time high. This project will help alleviate overcrowding and provide new educational programs and options for Hawaii's families. DreamHouse Ewa Beach is focused on leadership and identity, two cornerstones that were lifted up through years of talk stories and listening meetings that this team held in preparation for this application.

DreamHouse would begin a 6th grade and build out to 12th grade, adding 700 new public schools seats and 52 projected new jobs in Ewa Beach. Children will be exposed to a rigorous, culturally sensitive curriculum as well as to leadership and identity development experiences that strenthen their potential and commitment to the Ewa Beach, Oʻahu, and Hawaiʻi communities. Dreamhouse's core philosophy: local, homegrown leadership development can greatly contribute to the middle and high school public school landscape in our island community.

This is a committed team of educators and a school that will serve Hawaii's families for years to come. Accordingly, I appreciate your full and fair consideration of this grant application.

Mahalo nui loa,

Tulsi Gabbard

TULSI GABBARD
Member of Congress

TG/kbt

Michael J. Chun, PhD

January 18, 2017

State Public Charter School Commission
1111 Bishop Street, Suite 516
Honolulu, HI 96813

Aloha e Commissioners,

It has been almost one year since I wrote to you in support of DreamHouse, a proposed public charter school designed to serve the children of Ewa Beach, O`ahu. Once again, I offer my enthusiastic support, the underlying reasons for which remain unchanged:

- Population growth and residential development have brought tremendous pressure to the Campbell-Kapolei school complex;
- Area schools are enrolled over capacity;
- Human and financial resources are limited;
- A locally governed, public, school of choice, i.e. charter school, can greatly relieve this pressure;
- DreamHouse is a charter school alternative that will offer this relief.

The vision of DreamHouse continues to center on identity and leadership that affirm and empower children to be leaders committed to their local community and island home. Informed by ongoing engagement with the community and its stakeholders, the model offered by DreamHouse is culture-based, one that brings children's culture and heritage into the classroom – before young people can see what they can be, they need to know who they are first. With culture and heritage as cornerstones, DreamHouse will develop leadership, inspire dreams and instill hope. This model is especially important for the children of Ewa Beach who grow up south of Papipi Road, in the *Hau Bush* area, and in pre-development neighborhoods that experience higher levels of poverty and challenge; these are the children of DreamHouse and the school is centered around their needs, opportunities, and futures. It is the goal of DreamHouse to move the youth it serves from a mindset of "surviving," to a state of "thriving."

The team that will lead DreamHouse reflects diverse skill sets, a range of socioeconomic backgrounds, an array of interests and a mix of cultures. Some were born and raised in the community, others live in and send their kids to public schools there; some have taught in or served in leadership roles in Ewa Beach public schools,

others bring school leadership, legal, fundraising, and school founding experience to the mission of the school. The team has worked extensively with and for the community, demonstrating the experience, passion, commitment and teamwork needed to move this initiative forward successfully. The children, families and community of Ewa Beach deserve no less.

Mahalo for receiving my letter of support and for considering DreamHouse as an exciting educational alternative for the children and youth of Ewa Beach.

Michael J. Chun, PhD
President and Headmaster, Retired
Kamehameha Schools

The Senate

STATE CAPITOL
HONOLULU, HAWAII 96813

December 14, 2016

Dear Chairperson Payne and members of the Commission,

I write to you today in support of the DreamHouse Ewa Beach Public Charter School proposal that is being presented before you. The Ewa Beach community, which I represent, has been subject to a population boom that will continue with the development of housing in the coming years. With the influx of families moving into the community, a strain has been placed on public schools to handle the added students. I feel that a multifaceted approach, including the addition of new schools, should be considered as part of the solution.

I continue to make it one of my highest priorities to work with the Department of Education to ensure that schools like James Campbell High School are given the necessary funding and infrastructure to tackle the student overpopulation. I am hopeful that projects like the planned new building at James Campbell will help bring needed relief.

That being said, I am also supportive of looking at alternative ideas like the DreamHouse charter school which plans to serve 700 students from sixth grade to twelve grade. The need for additional classroom space for the Ewa and West Oahu community will only become more critical with the build-out of Hoopili and Koa Ridge. The DreamHouse charter school will offer both a choice to residents, as well as a potential to help alleviate the overcrowding that is already an issue. This school will focus its curriculum on developing students who have strong leadership skills and a commitment to serving our community. It also envisions a team of educators who have the depth and breadth to motivate and teach students at a high level and prepare students for a global future.

Thank you for your consideration of this proposal in light of the very pressing needs of my community. Should you have any questions, please feel free to contact me.

Mahalo,

Will Espero
Hawaii State Senate

MATTHEW S. LOPRESTI, Ph.D.
STATE REPRESENTATIVE – DISTRICT 41

January 4, 2017

State Public Charter School Commission
1111 Bishop Street, Suite 516
Honolulu, HI 96813

Dear Commissioners,

I urge you to support the DreamHouse Ewa Beach application. Ewa schools are incredibly over crowded, and our community is growing at a rapid rate. As more families continue to move to the area, James Campbell High School is projected to enroll 3,600 - 3,800 students by the 2018 school year — in a facility designed for 2,000 students. DreamHouse has plans in place to begin enrollment in 6th grade, and add a grade and 100 more students each year, with enrollment open to all Ewa Beach families. A charter school in the area would go a long way to alleviate some of the overcrowding and capacity issues rampant in Ewa schools.

DreamHouse's central tenant is based on an understanding that all students can achieve at the highest level if they are given the right tools and support. Children growing up in poverty have equal potential and ability as their more affluent peers and deserve a quality learning environment. The school's mission focuses on enabling children to have a positive impact on their community by equipping students with leadership skills. Additionally, DreamHouse is developing a summer program and extracurriculars to keep children engaged in the community outside of school as well.

Please support the DreamHouse Ewa Beach application. Ewa's students - Hawaii's future — deserve nothing but the best opportunities.

Sincerely,

Matthew S. LoPresti, Ph.D.
HAWAII STATE REPRESENTATIVE, DISTRICT 41
EWA, EWA BEACH, EWA GENTRY, EWA VILLAGES,
HOAKALEI & OCEAN POINTE

STATE REPRESENTATIVE MATTHEW LOPRESTI, Ph.D.
415 S. Beretania Street, Room 328 | Honolulu, Hawaii 96813
Phone: (808) 586-6080 | Fax: (808) 586-6081 | Email: replopresti@capitol.hawaii.gov
www.capitol.hawaii.gov

To: Commissioners, State Public Charter School Commission
From: Takashi Ohno, State Representative
Date: January 7, 2017

Subject: Support of DreamHouse Ewa Beach Public Charter School Initiative

Aloha Commissioners,

I write this letter of support for DreamHouse, the proposed public charter school in Ewa Beach. Population growth has put tremendous pressure on the Campbell-Kapolei complex, and DreamHouse, a locally governed, school of choice within Ewa Beach, would be a great community benefit.

Additionally, I support the proposed model of the school. The applicant group and respective partners has been working for years within the community to learn from community members. The DreamHouse Ewa Beach vision is centered on identity and leadership, affirming children, and empowering them to be leaders committed to their local community and islands. The model brings children's culture and heritage into the classroom, and uses this as a foundation for leadership development and for helping children realize and live their values here in Hawaii. This model is especially important for the children of Ewa Beach who grow up south of Papipi Road, in the *Hau Bush* area, and in pre-development neighborhoods that experience higher levels of poverty and challenge; DreamHouse is centered on these children's needs, opportunities, and futures.

Lastly, I support the members of this applicant team given their experience and commitment to the Ewa Beach children and families. Some are born and raised in the community, others live in and send their kids to public schools there; some have taught in or served in leadership roles in Ewa Beach public schools, others bring school leadership, legal, fundraising, and school founding experience to the mission of the school. The team has worked extensively with and for the community and I see their passion and commitment shaping the ways in which they guide this initiative.

Thank you for your time and consideration.

Takashi Ohno
State Representative
Hawaii State Legislature

January 17, 2017

Dear Chairperson Payne and Members of the Commission,

I write you today in support of the team building the Public Charter School "DreamHouse", a 6-12 school to serve the children and families of Ewa Beach. The Ewa Beach Community has been subject to a population boom that will continue with the development of housing in the coming years. With the influx of families moving into the community, a strain has been placed on public schools to handle the added students. This is where DreamHouse comes in.

The applicant group and respective partners has been working for multiple years within the community to hear, learn from, and embed into their charter application the voices, concerns, and dreams of community members, families, and children. The DreamHouse Ewa Beach vision is centered on identity and leadership, affirming children, and empowering them to be leaders committed to their local community and islands. The model brings children's' culture and heritage into the classroom, and uses this as a foundation for leadership development and for helping children realize and live their values here in Hawai'i.

Thank you for your consideration of this team, vision, and potential future option for the children of Ewa Beach. Should you have any questions, please feel free to contact me.

Mahalo,

Representative Jarrett Keohokalole
Hawai'i State Representative | District 48

Proudly serving District 48

Representative Jarrett Keohokalole
District 48-Kāneohe, Kahalu'u, Waiāhole
415S. Beretania Street, Room 310
Honolulu, Hawaii 96813/ (808)586-8540
repkeohokalole@capitol.hawaii.gov

RON MENOR
CHAIR AND PRESIDING OFFICER
HONOLULU CITY COUNCIL
District 9
Email: rmenor@honolulu.gov
Phone: 808-768-5009
Fax: 808-768-5011

January 7, 2017

Chairperson Catherine Payne
Hawaii State Public Charter School Commission
1111 Bishop Street, Suite 516
Honolulu, HI 96813

Dear Chairperson Payne & Commissioners:

I am writing to you to express my support for the DreamHouse Ewa Beach community charter school initiative and the DreamHouse Ewa Beach Team. I recently met with Alex Teece and he shared with me his team's vision and plan for DreamHouse, a vision which is grounded in experience and partnership with the Ewa Beach community.

Overcrowding in Ewa Beach schools is at an all-time high and working to alleviate overcrowding is one part of the solution. Another piece of the solution would be new educational options for the Ewa Beach community. DreamHouse Ewa Beach is built on the ideals of leadership and identity, two foundational cornerstones that were developed through years of conversation between the DreamHouse team and the community that were had prior to submitting this application.

DreamHouse would begin with a sixth grade class and build out through the twelfth grade, adding 700 new public school seats and a projected 52 jobs to Ewa Beach. Children will be exposed to a rigorous, culturally sensitive curriculum and leadership and identity development experiences that will encourage their potential and commitment to the Ewa Beach, Oahu, and Hawaii community. Local, homegrown leadership development is a welcome addition to the middle and high school public school landscape in our community, and DreamHouse would bring this.

DreamHouse Ewa Beach is working to increase resources to public education while partnering with our community, two priorities that remain central to my work. This is a committed team of educators and a school that will serve all families for years to come. Thank you for your consideration.

Very truly yours,

RON MENOR
Chair and Presiding Officer
Council District 9
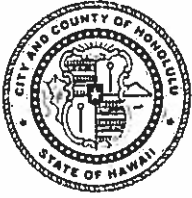
KYMBERLY MARCOS PINE
COUNCILMEMBER, DISTRICT 1
TELEPHONE: (808) 768-5001
EMAIL: kmpine@honolulu.gov

January 4, 2016

Hawaii State Public Charter School Commission
1111 Bishop Street, #516
Honolulu, Hawaii 96813

Dear Chairwoman Payne & Commissioners,

Please accept this letter of support for the DreamHouse Ewa Beach community charter school initiative, as well as the DreamHouse Ewa Beach team. I recently met with Alex Teece and he shared with me his team's vision and plan for DreamHouse, which is grounded in experience and partnership with the Ewa Beach community.
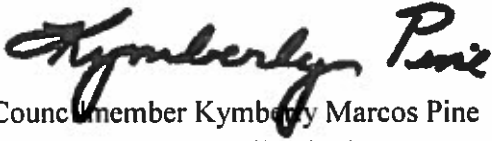
Overcrowding in Ewa Beach schools is at an all-time high and working to alleviate overcrowding is one part of the solution; new educational programs and options for families and our community is another. DreamHouse Ewa Beach is focused on leadership and identity, two cornerstones that were lifted up through years of talk stories and listening meetings that this team has done prior to and during writing this application.

DreamHouse would begin a 6th grade and build out to 12th grade, adding 700 new public schools seats and a projected 52 jobs to Ewa Beach. Children will be exposed to a rigorous, culturally sensitive curriculum as well as leadership and identity development experiences that encourage their potential and commitment to the Ewa Beach, O'ahu, and Hawai'i community. Local, homegrown leadership development is a welcome addition to the middle and high school public school landscape in our community, and DreamHouse would bring this.

DreamHouse Ewa Beach is working to increase resources to public education while partnering with our community, two priorities that remain central to my work. This is a committed team of educators and a school that will serve all families for years to come.

Should you wish to discuss my recommendation further, please do not hesitate to contact me at your earliest convenience. Thank you for your consideration.

Sincerely,

Councilmember Kymberly Marcos Pine
Honolulu City Council, District 1

January 16, 2017

Dear Chairwoman Payne & Commissioners,

Please accept this letter of support for the DreamHouse Ewa Beach community charter school initiative, as well as the DreamHouse Ewa Beach team.

As a long-time resident of Ewa Beach, and a graduate of James Campbell high school, I am astonished by the commitment and enthusiasm that this team of educators and professionals, brings to our community. After serving 8 years in the United States Army, and coming home in January 2016, while continuing my service in the Hawai'i Army National Guard, I am amazed at the proposal that these fine men and woman have to educate and facilitate our future leaders. With my children in mind, Ages 7, and twins 4, I know that in my heart, I will rest assured that I have supported this innovation.

DreamHouse would begin the 6th grade and build out to 12th grade, adding 700 new public school seats to Ewa Beach. Children will be exposed to a rigorous, culturally sensitive curriculum as well as leadership and identity development experiences that encourage their potential and commitment to the Ewa Beach, O'ahu, and Hawai'i community. Local, homegrown leadership development is a welcome addition to the middle and high school public school landscape in our island community, and this is the core of DreamHouse.

This is a committed team of educators and a school that will serve all families for years to come. Thank you for your consideration in enabling them to do this crucial work.

Very Respectfully,

Donald M. Khun
Board Member
Ewa Neighborhood Board No. 23
Cell: 808-469-6194
Email: donald.m.khun@gmail.com

December 19, 2016

Dear Commissioners,

Aloha. My name is Regan Balmoja. As a former educator and current teacher coach invested in the growth and development of the Ewa community, I am writing this letter to endorse the DreamHouse charter school proposal.

I support the professional development of first- and second-year teachers at various schools in the Ewa-Kapolei and Nanakuli-Waianae Complex Areas within my current role on the Teach For America Hawaii regional team; prior to joining our staff, I taught at James Campbell High School as a corps member. Through my involvement with Teach For America over several years, I have developed relationships with the team of educators leading this charter school proposal; I have deep trust in not only their vision of empowering children to be grounded in their identity and future leaders of Ewa Beach and Hawai'i, but their capabilities to realize this vision. I cannot emphasize enough my belief in this team to create and *sustain* a positive impact for students and their families.

My support for DreamHouse is grounded in my own experience working in the Ewa community- a place where there exists only one middle school per each side of Ft. Weaver and one high school, James Campbell, the largest in the state. When I taught in the special education inclusion setting, I experienced firsthand the impacts of overcrowded classrooms and lack of student choice, due to the block schedule and limited access to individualized counseling; I felt ill-equipped to effectively differentiate instruction not only for my students' learning needs, but their future aspirations. I can confidently say that these challenges were *not* unique to my own experience or group of students, but common among classrooms at my school. I continue to see the negative impacts of overcrowding on students' learning and achievement, even in the classrooms of my most hardworking and skillful teachers.

I am committed now and in the future to working within the movement to end educational inequity. While I know that ultimately, systemic changes must occur so that all students are able to attain an excellent education, I believe that we can start with community-based solutions that focus on empowering students and their families as leaders. I support DreamHouse charter school as one such solution to the challenges of educating our keiki in the Ewa-Kapolei complex.

With sincere conviction,

Regan Alexis Balmoja
Manager, Teacher Leadership Development
Teach For America, Hawai'i Region

January 5, 2017

Dear Commissioners,

I would like to offer my full support for the establishment of the DreamHouse Charter School in Ewa Beach. The DreamHouse will provide the Ewa Beach community with an invaluable resource: community leadership. DreamHouse will not only create an additional option for education in an overcrowded and underserved population, it will more importantly, create future leaders for the Ewa Beach community.

As an instructor at Hawaii Pacific University in the School of Education, my vision for our future teachers is to take responsibility in equipping students to be leaders in their own lives. Whether it be leadership as students, family members, professionals, or politicians, every teacher can and should empower their students to lead. I see this same commitment in the DreamHouse founding team.

I am confident that DreamHouse will become a model school for integrating innovative pedagogy and collaboration amongst professional educators. It would be my hopes that the graduates of Hawaii Pacific University's School of Education would have the opportunity to teach at a place such as DreamHouse where they could apply their teaching skills.

It is my sincere hopes that DreamHouse receives approval for funding by the State of Hawaii. DreamHouse exemplifies the type of innovation in educational instruction that today's students need. Thank you for your consideration.

Sincerely,

Roger Kiyomura, Ed.D
Instructor, School of Education
Elementary and Secondary Education
Hawaii Pacific University
rkiyomura@hpu.edu
808-546-9440

Mobile Technology Learning
Center
KATHRYN MARTIN

5998 Alcala Park, Room 259
San Diego, CA 92110-2492
P: (619) 260-4600, ext. 6069
C: (808) 222-5967

University
of San Diego®

January 17, 2017

Dear Chairwoman Catherine Payne and Commissioners:

I am a passionate educator and parent who taught in Ewa Beach and continued to support the Leeward district as a new teacher mentor for 10 years. Currently, I am the Director of Professional Learning at the University of San Diego's Mobile Technology Learning Center. We have been working with partner schools and districts to support educators to create schools that build on the unique strengths, interests and talents of all children. My passion for this work developed as I worked at Ilima Intermediate and saw the lack of opportunities for they had to connect and develop skills to impact the local and global communities.

I couldn't be happier about the prospect of the DreamHouse school to create new and better opportunities for students in Ewa Beach. There is such a need for schools to focus on identity and leadership development for young adolescents. The specific schedule, leadership programming, and curriculum designed to engage students in a 7-year leadership and identity development journey can dramatically change the trajectory these students' lives. I also believe this school will serve as a model of high quality, experiential learning that develops and nurtures the whole child for other schools in Hawai'i and the entire nation.

The keiki in Ewa Beach will always hold a special place in my heart. They deserve an education where they are empowered to be leaders in the community, island and the world. DreamHouse will support them to develop the skills, knowledge, and dispositions to be successful in life, work and citizenship.

As a literacy coach at Ilima Intermediate, I had the pleasure of working with Zach DiIonno. His passion is contagious and combined with his drive and work ethic; he inspires many to follow his lead. Zach, Alex and Meilan are poised to lead this work and create a school that will make a lasting impact in the community. I eagerly support this team and their plan to create DreamHouse in Ewa beach.

Please let me know if you have any questions.

With Aloha,

Katie Martin, PhD
Director of Professional Learning
Mobile Technology Learning Center University of San Diego
Martin@sandiego.edu
Cell: 808-222-5967

Evidence of Community Support from 2015-16 application

The following individuals have either pledged their continued support for DreamHouse Ewa Beach, offered an updated letter, or asked us to include their existing letter with our 2016-17 application.

Michael J. Chun, PhD

February 1, 2016

State Public Charter School Commission
1111 Bishop Street, Suite 516
Honolulu, HI 96813

Aloha e Commissioners,

This letter is submitted in support of the proposed public charter school, DreamHouse, designed to serve the children of Ewa Beach, O`ahu. As you are aware, population growth and residential development have brought tremendous pressure to the Campbell-Kapolei school complex, with schools enrolled over capacity and human and financial resources limited. While alternative educational models can help to relieve this pressure, efforts to launch these initiatives have been met with significant headwinds. One option that can serve Ewa Beach community well is a locally governed, public, school of choice, which currently does not exist. DreamHouse is intended to address this need and fill this void.

DreamHouse is the result of discussion and conversation within the Ewa Beach community over a period of several years involving the applicant group and respective partners. The voices, concerns and dreams of community members, families and children have informed the vision of DreamHouse and the instructional model being proposed. This vision is centered on identity and leadership, affirming and empowering children to be leaders committed to their local community and island home. The model brings children's culture and heritage into the classroom, providing a foundation for leadership development and for helping children to raise their aspirations, realize their dreams and embrace the values of their ancestors. This model is especially important for the children of Ewa Beach who grow up south of Papipi Road, in the *Hau Bush* area, and in pre-development neighborhoods that experience higher levels of poverty and challenge; these are the children of DreamHouse and the school is centered around their needs, opportunities, and futures. As one whose career focused on culture-based education, I fully understand the role it plays in raising aspirations amongst those who are most in need. Before young people can see what they can be, they need to know who they are first.   Dreamhouse integrates this approach and is why I am strongly supportive of the educational model its leaders are proposing.

The success of any innovative and forward-looking endeavor requires experience, passion, commitment and teamwork. I am confident of DreamHouse's success because all four attributes are found in abundance within the team that is submitting this

proposal. The team members represent a diversity of skill sets, socioeconomic backgrounds, interests and cultures. Some are born and raised in the community, others live in and send their kids to public schools there; some have taught in or served in leadership roles in Ewa Beach public schools, others bring school leadership, legal, fundraising, and school founding experience to the mission of the school. The team has worked extensively with and for the community and I see their passion and commitment shaping this initiative. Collectively, they bring the kind and level of experience, passion, commitment and teamwork the children, families and community of Ewa Beach deserve and need.

Thank you for your time and consideration and please reach out with any questions you may have.

Michael J. Chun, PhD
President and Headmaster, Retired
Kamehameha Schools

February 2, 2016

Dear Chairperson Payne and Members of the Commission,

I write to you today in support of the DreamHouse Ewa Beach Public Charter School proposal that is presented before you. The Ewa Beach Community, which I represent, has been subject to a population boom that will continue with the development of housing in the coming years. With the influx of families moving into the community, a strain has been placed on public schools to handle the added students. I feel that a multifaceted approach, including the addition of new schools, should be considered as part of the solution.

I continue to make it one of my highest priorities to work with the Department of Education to ensure that schools like James Campbell High School are given the necessary funding and infrastructure to tackle the student overpopulation. I am hopeful that projects like the planned new building at James Campbell will help bring needed relief.

That being said, I am also supportive of looking at alternative ideas like the DreamHouse charter school which plans to serve 700 students from 6th to 12th grade. The school will focus on children in and around the Hau Bush area with emphasis on developing leadership skills with respect to their culture and heritage. Their mission statement, "Our Mission is to empower children to be affirmed in their identities, grounded in and committed to the values of our community, and equipped with skills to be leaders..." speaks to the applicants core values and sincerity in educating our keiki. I believe that an additional school in the Ewa Beach area, whether district or charter, will help reduce the strain on the existing facilities.

Thank you for your consideration of this proposal in light of the very pressing needs of my community. Should you have any questions, please feel free to contact me.

Mahalo,

Will Espero, Vice-President
Hawaii State Senate

HOUSE OF REPRESENTATIVES

STATE OF HAWAII
STATE CAPITOL
HONOLULU, HAWAII 96813

MATTHEW S. LOPRESTI, Ph.D.
STATE REPRESENTATIVE – DISTRICT 41

January 25, 2016

State Public Charter School Commission
1111 Bishop Street, Suite 516
Honolulu, HI 96813

Dear Commissioners,

I urge you to support the DreamHouse Ewa Beach application. Ewa schools are incredibly over crowded, and our community is growing at a rapid rate. As more families continue to move to the area, James Campbell High School is projected to enroll 3,600 – 3,800 students by the 2018 school year – in a facility designed for 2,000 students. DreamHouse has plans in place to begin enrollment in 6th grade, and add a grade and 100 more students each year, with enrollment open to all Ewa Beach families. A charter school in the area would go a long way to alleviate some of the overcrowding and capacity issues rampant in Ewa schools.

DreamHouse's central tenant is based on an understanding that all students can achieve at the highest level if they are given the right tools and support. Children growing up in poverty have equal potential and ability as their more affluent peers and deserve a quality learning environment. The school's mission focuses on enabling children to have a positive impact on their community by equipping students with leadership skills. Additionally, DreamHouse is developing a summer program and extracurriculars to keep children engaged in the community outside of school as well.

Please support the DreamHouse Ewa Beach application. Ewa's students – Hawaii's future – deserve nothing but the best opportunities.

Sincerely,

Matthew S. LoPresti, Ph.D.
HAWAII STATE REPRESENTATIVE, DISTRICT 41
EWA, EWA BEACH, EWA GENTRY, EWA VILLAGES,
HOAKALEI & OCEAN POINTE

STATE REPRESENTATIVE MATTHEW LOPRESTI, Ph.D.
415 S. Beretania Street, Room 328 | Honolulu, Hawaii 96813
Phone: (808) 586-6080 | Fax: (808) 586-6081 | Email: replopresti@capitol.hawaii.gov
www.capitol.hawaii.gov

HOUSE OF REPRESENTATIVES

To: Commissioners, State Public Charter School Commission
From: Takashi Ohno, State Representative
Date: February 18, 2016
Subject: Support of DreamHouse Ewa Beach Public Charter School Initiative

Aloha Commissioners,

I write this letter of support for DreamHouse, the proposed public charter school in Ewa Beach. Population growth has put tremendous pressure on the Campbell-Kapolei complex, and DreamHouse, a locally governed, school of choice within Ewa Beach, would be a great benefit.

Additionally, I support the proposed model of the school. The applicant group and respective partners has been working for years within the community to learn from community members. The DreamHouse Ewa Beach vision is centered on identity and leadership, affirming children, and empowering them to be leaders committed to their local community and islands. The model brings children's culture and heritage into the classroom, and uses this as a foundation for leadership development and for helping children realize and live their values here in Hawaii. This model is especially important for the children of Ewa Beach who grow up south of Papipi Road, in the *Hau Bush* area, and in pre-development neighborhoods that experience higher levels of poverty and challenge; these are the children of DreamHouse and the school is centered around their needs, opportunities, and futures.

Lastly, I support the members of this applicant team given their experience and commitment to the Ewa Beach children and families. Some are born and raised in the community, others live in and send their kids to public schools there; some have taught in or served in leadership roles in Ewa Beach public schools, others bring school leadership, legal, fundraising, and school founding experience to the mission of the school. The team has worked extensively with and for the community and I see their passion and commitment shaping the ways in which they guide this initiative.

Thank you for your time and consideration.

Takashi Ohno
State Representative
Hawaii State Legislature

February 10, 2016

Dear Chairperson Payne and Members of the Commission,

      I write you today in support of the team building the Public Charter School "DreamHouse", a 6-12 school to serve the children and families of Ewa Beach. The Ewa Beach Community has been subject to a population boom that will continue with the development of housing in the coming years. With the influx of families moving into the community, a strain has been placed on public schools to handle the added students. This is where DreamHouse comes in.

      The applicant group and respective partners has been working for multiple years within the community to hear, learn from, and embed into their charter application the voices, concerns, and dreams of community members, families, and children. The DreamHouse Ewa Beach vision is centered on identity and leadership, affirming children, and empowering them to be leaders committed to their local community and islands. The model brings children's' culture and heritage into the classroom, and uses this as a foundation for leadership development and for helping children realize and live their values here in Hawai'i.

      Thank you for your consideration of this team, vision, and potential future option for the children of Ewa Beach. Should you have any questions, please feel free to contact me.

Mahalo,

Representative Jarrett Keohokalole
Hawai'i State Representative | District 48

Proudly serving District 48

Representative Jarrett Keohokalole
District 48-Kāneohe, Kahalu'u, Waiāhole
415S. Beretania Street, Room 310
Honolulu, Hawaii 96813/ (808)586-8540
repkeohokalole@capitol.hawaii.gov

s e e ⊛ s

To: Commissioners, State Public Charter School Commission
From: Buffy Cushman-Patz, School Leader and Founder
Date: February 10, 2016
Subject: Support of DreamHouse Ewa Beach Public Charter School Initiative

Dear Commissioners,

Please accept this letter of support for the proposed public charter school, DreamHouse, and its leadership team. As you know, I have been in the same shoes as this group of passionate educators in the not too distant past. I know the hardships they're already facing and the long road of challenges ahead of them. I have clearly expressed those to them. And they're still all-in (read: crazy?), as was I when I was in their shoes. I believe that this team has the capacity to make a successful school, but more than that I think that this team and this school will contribute positively to the charter landscape in Hawaii.

Two years ago, this founding team--which has expanded, but still has the same core of educators involved--invited me to pau hana to chat with them about my school and my experiences. They listened intently to everything I said, and allowed me to push them with very difficult questions (including: *why* do you think it's so important that every kid goes to college? What's driving this school's vision?). They followed up with all the proper etiquette of thank you notes and such (and those things matter in this world, they really do), but more importantly they took my probing questions and challenges to heart, pushing themselves to think deeply about and work to clarify and solidify their vision and mission.

This team has stayed connected with SEEQS and with me over the last three years, in all kinds of important ways. Alex Teece served for several months on the development committee of our Governing Board. Meilan Akaka brought the Values Based Leadership cohort from Teach for America to spend an entire day at SEEQS to observe. Zach Dilonno and I have stayed professionally connected. They are paying close attention, doing all the right research, and digging in deeply.

One of the things I shared with the group at pau hana that day was the impact and critical preparation the School Leadership program at the Harvard Graduate School of Education had provided for me. The focus on genuine *leadership*--not administration--was what has enabled so much of the hard work I've been involved in. Listening. Collaboration. Courage. Since it was the only program in the country I had found, and it had such a strong impact on me and my ability to do this hard work, I recommended it for Alex. When he applied the next year, I provided my recommendation for it. When he came back during the holidays this year, we reconnected about all the goings-on in both Honolulu and Cambridge.

I believe that this leadership team has the capacity and drive to make another strong public charter school in Hawaii. And they can provide a school of choice in an area where schools are over capacity and resources are limited.

I pledge my support for this team, not just now, but also in the start-up and implementation processes. I will continue to be a resource and , and to share as much as I can about what SEEQS has learned during our early years. I pledge to pay it forward for all the support that I've gotten in our startup years.

Mahalo for your time and consideration.

Aloha,

Buffy J. Cushman-Patz

Buffy Cushman-Patz
SEEQS Founder and School Leader

UNIVERSITY
of HAWAI'I®
MĀNOA

May 11, 2016

To whom this may concern:

I am writing to offer my highest recommendation for Alex Teece and DreamHouse!! I have known Alex since he started his Master's in Education degree in the Institute for Teaching Education at the University of Hawaii at Manoa. Alex was one of the leaders in the program and others often turned to him for guidance. I know that Alex was able to continue his love of the Ewa community during his Harvard graduate research and the creation of DreamHouse. He is one of the "best of the best" and I feel confident that he will be able to put together an effective team to create DreamHouse in Ewa Beach. I truly believe that this school and Alex will become a leader in Hawaii schools.

Alex has exceptional drive and enthusiasm which carries him and others through the inevitable challenges that life and learning offer. He sweeps others up in his excitement, willing them to exceed their expectations. Alex has great intellectual curiosity, a characteristic that distinguish great educators. He is driven to understand the dynamics of complex issues, such as balancing educational equity and excellence, and addressing diverse student needs and interests, while also teaching to rigorous standards. Alex is highly respected by colleagues and faculty alike for his well-reasoned and passionate viewpoints, and is an excellent professional writer. Alex's intelectual curisoity was something that I admired in him. He was always wanting to know why and how could he make things better for his students. Alex wants to be a change agent for the educational system in all the right ways. His dream of DreamHouse is what I had hoped for the children of Hawaii, a culturally-responsive school with an emphasis on identity formation for secondary students.

In summary, I offer my highest possible recommendation that Alex Teece and DreamHouse be accepted. As a past middle school principal, I can say that I would have loved to have had the opportunity to work at DreamHouse. I know that the faculty at UH Manoa will be delighted to place students at DreamHouse so that they can experience what an ideal school can be. This is truly a Dream come ture for the students of the Ewa community.

Please feel free to contact me should you require further information.

Sheila W Apisa

Sheila Apisa, Retired Instructor
University of Hawaii at Manoa
808-392-3035

May 6, 2016

Dear Chairwoman Payne and Hawai'i Charter Commissioners,

I would like to offer my full support for the establishment of the DreamHouse Charter School in Ewa Beach. The DreamHouse will provide the Ewa Beach community with an invaluable resource: community leadership. DreamHouse will not only create an additional option for education in an overcrowded and underserved population, it will more importantly, create future leaders for the Ewa Beach community.

As an instructor at Hawaii Pacific University in the School of Education, my vision for our future teachers is to take responsibility in equipping students to be leaders in their own lives. Whether it be leadership as students, family members, professionals, or politicians, every teacher can and should empower their students to lead. I see this same commitment in the DreamHouse founding team.

I am confident that DreamHouse will become a model school for integrating innovative pedagogy and collaboration amongst professional educators. It would be my hopes that the graduates of Hawaii Pacific University, School of Education would have the opportunity to teach at a place such as DreamHouse where they could apply their teaching skills.

It is my sincere hopes that DreamHouse receives approval for funding by the State of Hawaii. DreamHouse exemplifies the type of innovation in educational instruction that today's students need. Thank you for your consideration.

Sincerely,

Roger Kiyomura, Ed.D
Instructor, School of Education
Elementary and Secondary Education
Hawaii Pacific University
rkiyomura@hpu.edu
808-546-9440

Dear

I am a passionate educator and parent who taught in Ewa Beach and continued to support the Leeward district as a new teacher mentor for 10 years. Currently, I am the Director of Professional Learning at the University of San Diego. I couldn't be happier about the prospect of the DreamHouse school to create new and better opportunities for students in Ewa Beach. I also believe this school will serve as a model of high quality, experiential learning that develops and nurtures the whole child. The kids in Ewa Beach will always hold a special place in my heart. They deserve an education where they are empowered to build on their strengths, interests, and values. To be leaders in the community, island and the world, they need the skills, knowledge and dispositions to drive meaningful change. Zach, Alex and Meilan are poised to lead this work and create a school that will make a lasting impact in the community.

As a literacy coach at Ilima Intermediate, I had the pleasure of working with Zach DiIonno. His passion is contagious and combined with his drive and work ethic, he inspires many to follow his lead. I eagerly support this team and their plan to create DreamHouse in Ewa beach. Please let me know if you have any questions.

With Aloha,
Katie Martin, PhD
Director of Professional Learning
Mobile Technology Learning Center University of San Diego
Martin@sandiego.edu
Cell: 808-222-5967

Dear Commissioners,

Hi, my name is Erin Kato and I worked along side with Alex Teece for a couple of years at Ilima Intermediate School in Ewa Beach. I've been at Ilima for 17 years now and I know it takes a certain person to fit into a middle school role as well as a school in Ewa Beach. Recently, Alex has shared the report he got for the charter that he and his team are working on and I wanted to reach out with some words of support based upon my experience with him as a teacher and as a colleague and friend.

Upon meeting Alex, he was young and right out of college. He jumped in with no hesitation and was really easy going and was quickly able to fit into the atmosphere of the school and community. I am truly grateful that he was placed on my team because I got to see and experience new and innovative ideas that Alex brought with him (from a non-teaching perspective). In his first year of teaching, he fit in so well with the staff, the administration, and his colleagues. Not to mention his students LOVED him! He had a certain passion about him and persevered to be the best that he could be for the students as well as for his team/colleagues. In his second year, he took on the role of our team leader leading us so effortlessly throughout the year. In the years to come, he would often participate in school related off campus activities and even attended some of the high school functions which his former students were a part of (including both of their graduations from Campbell!)

Alex is a greatly educated person with the heart and desire to do good for the community and students. As a veteran teacher, in the time that I have worked with him, he claims that he learned from us, but little did he know, he was the one teaching us how to enjoy teaching again. Upon the news of him losing his position due to Furlough Fridays, his team and I were saddened. But for that I cannot be selfish to have lost such a great colleague and am truly proud of his accomplishments since his departure. I am excited for his plans to do good for the Ewa Beach community. As much as an impact he made here while teaching, it must have made an even bigger impact on him as he is dedicated and yearns to make this community his priority in life.

Thank you for your time, Alex would be a great asset to have in the local community.

Yours truly,
Erin Kato

May 4, 2016

To Whom It May Concern,

Aloha. My name is Regan Balmoja. As a former educator and current teacher coach invested in the growth and development of the Ewa community, I am writing this letter to endorse the DreamHouse charter school proposal.

I support the professional development of first year teachers at various schools in the Ewa-Kapolei Complex within my current role on the Teach For America Hawaii regional team; prior to joining our staff, I taught at James Campbell High School for two years as a corps member. Through my involvement with Teach For America over several years, I have developed relationships with the team of educators leading this charter school proposal; I have deep trust in not only their vision of empowering children to be grounded in their identity and future leaders of Ewa Beach and Hawai'i, but their capabilities to realize this vision. I cannot emphasize enough my belief in this team to create and *sustain* a positive impact for students and their families.

My support for DreamHouse is grounded in my own experience working in the Ewa community- a place where there exists only one middle school per each side of Ft. Weaver and one high school, James Campbell, the largest in the state. When I taught in the special education inclusion setting, I experienced firsthand the limitations of overcrowded classrooms and lack of student choice due to the block schedule and lack of access to individualized counseling; as a result, I felt ill-equipped to effectively differentiate instruction not only for my students' learning needs, but their future aspirations. I can confidently say that these challenges were *not* unique to my own experience or group of students, but common among classrooms at my school.

I am committed now and in the future to working within the movement to end educational inequity. While I know that ultimately, systemic changes must occur so that all students are able to attain an excellent education, I believe that we can start with community-based solutions that focus on empowering students and their families as leaders. I support DreamHouse charter school as one such solution to the challenges of educating our keiki in the Ewa-Kapolei complex.

With sincere conviction,

Regan Alexis Balmoja
Manager, Instructional Leadership
Teach For America, Hawai'i Region

May 7, 2016

Aloha Commissioners,

I have been lucky to receive an opportunity to meet the team members of DreamHouse 'Ewa Beach, look through the narrative proposal, and discuss the future of this school with many of those team members. As a teacher, the plans for this charter school are ideal for ensuring personal and academic success for students. As a local person, I believe this institution is necessary to equip local children with the tools and mindsets to become leaders for our communities. The minds behind this plan are highly capable of delivering such an institution, and most importantly, they are heavily motivated to act upon their ideas. If the commission is to support the creation of DreamHouse 'Ewa Beach, then they would be guaranteeing a spectacular education for children and better classroom sizes for surrounding schools in the complex area. This team, the community, and this charter all have my full support.

Sincerely,

Luke Livaudais

Teacher, Waianae High School

The MEDT program at University of Hawaii supports teachers who are caring and committed. This program is led and directed by the most caring and committed professionals in the field.   Our teachers see us as the individuals we are and they inspire us to be better. We are artists, business owners, farmers, writers, scuba divers, mathematicians and engineers. We are a diverse community and we are teachers. Our students are just as diverse.

Alex Teece, is a UH Manoa MEDT graduate and the product of this nurturing and vision. He was inspired from what he learned as a student at UH and continued his inquiry all the way to Harvard. Now, he is coming home, more inspired than ever, to give back to the amazing community of Ewa Beach. The community needs a school like DreamHouse. Overcrowded schools are simply unfair and impractical. When students feel important, seen and heard they are capable of soaring to amazing heights. When they disappear into an overcrowded classroom there is too strong a risk of disappearing.

Children of Hawaii have a right to be seen, heard and to feel important. They are artists, business people, farmers, writers, scuba divers, mathematicians and engineers. They are the future adults of this community and they deserve the space to become.

Miriam Clarke
Elementary Teacher and Restaurant Owner

!

May 10, 2016

Dear Commissioners,

As a soon to be graduate from the University of Hawaii-Mānoa MEdT program, It would be an honor to work for a school that values a holistic child education such as the one that Alex Teece and the DreamHouse team has designed. DreamHouse values leadership development, cultural engagement, and empowerment. Combined, these values will lay a foundation that will be second to none. This will provide the children of the community with the resources they need in order to be leaders in their community - paying it forward - just as DreamHouse had done for them. I can only hope that I will have the opportunity to represent and to be a part of DreamHouse.

Chanee Lintel
Current MEdT student & teacher
Kamaile Academy - Waianae, HI.

To Whom It May Concern:

I write in strong support of DreamHouse Charter School.

As an Algebra 2 teacher at James Campbell High School in Ewa Beach, I know that the most successful students have fashioned a strong sense of who they are and demonstrate strong community leadership. I believe that Dreamhouse will not only provide a rigorous curriculum and set high academic expectations, but it will allow students to build their leadership skills to do what they love and serve who they love. Alex Teece, Meilan Akaka and the other Dreamhouse school leaders have worked in Ewa and love these students as much as I do, and they are the best equipped to nurture them.

Moreover, as many know, Campbell is experiencing an overpopulation crisis. Even with the slew of new portables brought in from Big Island, we are still facing classroom shortages – this is exacerbated by the fact that we recently received only a portion of the budget requested from the state this year to remedy this issue. Another school will not only greatly help combat this problem, but it will provide a diversity of choices for parents. Campbell is currently their only option.

As a teacher who works closely with Ewa students, I am confident that Dreamhouse will positively contribute to Ewa Beach and foster the future leaders of this amazing community.

Sincerely,

Debbie Oh

Campbell High School

May 8, 2016

Dear Commissioners,

I want to acknowledge my support of the leadership focused charter school DreamHouse, which is lead by Alex Teece. I have worked with Alex in Teach For America and many members of his team and I strongly believe in their leadership to lead a new charter school such as DreamHouse. I think that this opportunity for a school is important because we need an additional public school option in our Ewa Beach community since we only have one high school and a couple of middle schools available for our growing population.

The DreamHouse leadership-focused vision is very powerful to see and the opportunity to cultivate future citizen leaders of Hawaii here in Ewa Beach and our state who are grounded in their identity will be very important for our state. Overall I ask that you please consider this charter school with this team of leaders who want to contribute and add to our Ewa Beach community. Thank you for your time!

Sincerely,

Taylor Hamilton
Teacher, James Campbell High School

My name is Nicole Saito, and I am a graduating MEdT teacher in 2017. I wholeheartedly believe in the MEdT program as a well-rounded, culturally-responsive foundation for the school leader, Alex Teece, to cultivate a healthy community school. As a MEdT graduate, Alex will be an ideal leader to meet the needs of an identified overcrowded area of Ewa Beach and develop an additional school. As I begin my teaching career, I see the need for institutions that cater to the holistic needs of children, and I would be honored to spend my career teaching in a school such as DreamHouse.

Nicole Saito
Niu Valley Middle School Science Teacher

May 9, 2016

Dear Commissioners,

I am an educator in the State of Hawaii system, and I completely support all that the DreamHouse team is doing. As a strong team of educators, these leaders know exactly what is necessary to make a school in Ewa Beach successful. As a teacher, I have had the great privilege to meet and work with a couple of the leaders of this project, and I can say that I have absolutely no doubt in their combined abilities to properly serve the Ewa Beach community. With James Campbell High School's growing population, a second public school option in Ewa Beach is a necessity. I have taught at James Campbell High School for six years, and have had class sizes that double most public high school class size numbers. Students were drastically outnumbering the amount of desks and chairs that I could possibly fit in my classroom. Now, as a teacher at Mililani High School, I am noticing more and more of my students making the commute from Ewa Beach to Mililani every morning due to the lack of another public high school option in their community. As a resident of Ewa Beach, it is clear that the demographic is changing, and it is imperative that we keep the Ewa Beach students in Ewa Beach, and help them to grow as community leaders. Students, regardless of their background, respond to the direction of great teachers and role models. The leaders of this school are just that. They will inspire students to be the best version of themselves, nurture their creativity, and lead them to unimaginable successes.

Sincerely,

Ryan Yoneshige
Teacher, Mililani High School

mbwooten@gmail.com

Michael Wooten
11th Grade ELA Teacher and Small Learning Community Facilitator,
James Campbell High School, 2010-2016

February 7, 2016

To: Commissioners, State Public Charter School Commission
1111 Bishop Street, Suite 516
Honolulu, HI 96813

Dear Commissioners,

I am writing this letter in support of the proposed public charter school, DreamHouse, designed to support the children of Ewa Beach. Having been a teacher in Ewa Beach, I have seen first hand the tremendous strain that population growth, development, and resource scarcities have put on the Campbell-Kapolei complex. Our schools are over capacity. I taught writing to as many as 39 students per class - with class sizes regularly between 34 and 36 (in a classroom in which temperatures regularly reached 85 to 90 degrees). Furthermore, although students receive only one class that specifically focuses on writing, they were provided no computers and had to hand-write many assignments and papers, leaving them without the basic technology literacy skills that they need to succeed beyond the twelfth grade. Unfortunately, despite these challenges and shortcomings, there exist no other public school option within Ewa Beach.

I have known the the applicant group and respective partners for almost eight years and have seen the way they have actively reached out to the local community to hear, learn from, and embed into their charter application the voices, concerns, and dreams of the community members, families, and children of Ewa Beach. The DreamHouse Ewa Beach vision is centered on empowering student identities and inspiring leadership within them. The model brings children's culture and heritage into the classroom, and uses this as a foundation for leadership development. This model is especially important for the children of Ewa Beach in pre-development neighborhoods that regularly experience higher levels of poverty. These students face increasing challenges to their sense of belonging in an area in which they have deep family roots. These are the children DreamHouse aspires to serve, inspire, and empower.

The members of this applicant team exemplify the necessary experience, passion, and commitment to make this school a treasure within the community. Some are born and raised in Ewa Beach; some send their kids to public schools there; some serve or have served in leadership roles in Ewa Beach public schools. Their differentiated talents in leadership, legal research, fundraising, and school founding contribute greatly to their ability and promise to bring something transformative and life changing to the children of Ewa Beach.

Mahalo nui loa for your time and consideration and please reach out with any questions.

Sincerely yours,

Michael Wooten
11th Grade ELA Teacher and Small Learning Community Facilitator,
James Campbell High School, 2010-2016

Attachment U – Start-up project management plan (Criterion III.F.1)

Three Views/Layers
The start-up plan will be looked at from three different levels:

- 30,000 foot "bird's eye view" (focus: milestones)
- The balcony (focus: timeline)
- Into the weeds (focus: tasks and personnel alignment)

The three views allows our team to look at the broader picture and see the moving pieces, while also seeing how those pieces overlap on a timeline, and finally what is exactly happening and who is doing it. This approach will allow for a cohesive, 18-month approach to start-up and preparation for August 2018 opening of the proposed school.

Feedback from 2015-16 Evaluation Team report:

Strengths:
The applicant provides a comprehensive and sound start-up plan which includes a realistic timeline and milestones that can be used to track progress and achievement. The start-up plan is divided into academic, organizational, and financial sections, which are then broken into sub-sections which cover different areas of the different plans. Meets the Standard.

Weaknesses:
The applicant does depend on the proposed school director to complete many of the start-up tasks with an unspecified level of support from other individuals on the applicant team. As written, the start-up plan does rely heavily on one individual.

Note on 2016-17 application and team structure:

- Founding applicant team, school board, non-profit board, and founding community advisory council members have all pledged time and commitment to this plan and the launch of DreamHouse Ewa Beach; each is taking ownership over certain areas;
- Founding school director will move to hire leadership support team members early fall 2017 so each may come on as part-time, stipend supported staff members to execute start-up plan;
- DreamHouse has built out a strong network of individuals who are currently supporting with academic, organizational, and financial components of our start-up plan; this is very much an integrated team effort with multiple perspectives.

UPDATES FROM JULY 2016 – JANUARY 2017:

The DreamHouse team is looking at this year and additional application cycle as extra time to build and develop the foundation of our school. We used this start-up plan to help drive our work this year, alongside of the re-development of our application. Highlights are as follows for what we are calling our "pre-start up year):

Academic:

- Completed extensive review of all planning materials to crystalize and present academic model that drives school;
- Brought on members from Kamehameha Schools, The University of Hawaiʻi at Mānoa, The Mission Preparatory School, and WINHEC (World Indigenous Nations Higher Education Consortium) to help develop curriculum for our 6th grade courses; curriculum includes course overviews from 6-12, course descriptions for 6th – 8th, and yearlong scope and sequence plus units for all of 6th grade across our five founding courses;
- Developed students core competencies and outcomes, yearlong leadership and identity development framework (implemented within Leadership, Empowerment, Agency, Development block), Individual Learning & Development Plan guide;
- Re-designed RTI support informed by academic model, instructional design, and teaching and learning strategies;

Organizational:

- Added members to our non-profit side and have built deep pool of school board candidates;
- Cultivated relationships and have strong pipelines for founding teachers and leadership support team members;
- Continue to develop partnerships with parents, local organizations, and existing schools and educators;
- In-depth due diligence of multiple facilities sites including conversations with City Council, Honolulu Fire Department, Neighborhood Board, local developers, and business leaders in the community interested in supporting launch;

Financial:

- Secured $50,000 gift;
- Engaged multiple institutional funders in the vision, mission, and plan for DreamHouse Ewa Beach;
- Continue to develop our non-profit operations, team, and integration with the school;
- Pressure-tested budget with multiple external parties – including bankers, CPA, and other school directors – to ensure realistic, accurate, viable financial plan.

(I) The Bird's Eye View (Milestones)

This is our start-up plan at the "30,000 ft." level, offering a high-level snapshot of key milestones we will be focusing on during start-up across our academic, organizational, and financial priority areas. These are the headlines and our overall focus areas for the 18 months leading up to open.

ACADEMIC
- Leadership Support Team - strategically recruit, select, develop, and gel.
- Teaching Team - market, informational rounds, create diverse candidate pool, interview, select, and prepare.
- Curriculum - extrapolate, provide.
- Partnerships - Explore, align, establish, and deepen.
- RTI Support - Identify students, align supports, and draft plan.

ORGANIZATIONAL
- Applicant Governing Board → Founding School Board - articulate and explain application to State, build awareness of school, dissolve → official board founded - increase capacity, build school awareness, engage in development and training, recruit families and partners, establish culture.
- Student Recruitment, Admissions, and Enrollment - media engagement, canvassing, informing, lottery, admissions and partnership-building, enrollment and preparation.
- Parent Involvement & Community Engagement - volunteering, coffee hours, one:one, community advisory council and partnership building.
- Non-profit Involvement - grant writing, friend- and awareness-building, increase capacity, and engage in training and development.
- Facility - explore, identify, secure, finance, renovate, prepare.
- Tech - explore, prototype, establish website and presence (media, social media), build institutional database and systems, train and develop personnel, and embed.

FINANCIAL
- Cash Flow - project, align, and build.
  - Facilities Funding - explore, apply, fund.
  - Fundraising - apply, educate, fund.
  - State & Federal Funding - administrate, fund.
- Expenses - project, align, monitor.

(II) From the Balcony (Timeline)

This level offers an 18-month, six-quarter timeline from beginning of 2017 through July 2018 pre-open/open; timeline is chunked quarterly and is aligned to individual plans within (1) academic, (2) organizational, and (3) financial plans.

Timeline	Jan-Mar '17 (Q1)	Apr-Jun '17 (Q2)	Jul-Sep '17 (Q3)	Oct-Dec '17 (Q4)	Jan-Mar '18 (Q1)	Apr-Jun '18 (Q2)
(1) ACADEMIC						
Leadership Support Team	HOLD	HOLD	Diverse pool created; interviews	Selection & on-boarding	Team development and start-up execution	Final preparations, begin teacher development
Teaching Team	HOLD	HOLD	Media release, application portal open	Informational fair I, one:one meetings conducted	Informational fair II; diverse pool created	Interviews conducted, teachers hired, PD offered, ready for students
Curriculum	Being Developed	Being Developed	Developed	Developed	Developed and available to teachers	Customized, final, and ready for students
Partnerships	Explored	Explored	Founded	Developed	Aligned	Ready for student engagement and support
RTI Support	Explore partnerships to support all students	Explore partnerships to support all students	Explore partnerships to support all students	Explore partnerships to support all students	Partnerships identified	Ready for student engagement and support

Timeline	Jan-Mar '17 (Q1)	Apr-Jun '17 (Q2)	Jul-Sep '17 (Q3)	Oct-Dec '17 (Q4)	Jan-Mar '18 (Q1)	Apr-Jun '18 (Q2)
(2) ORGANIZATONAL						
Applicant Governing Board → Founding School Board	Submit Application	Complete Interview and Pass to Commission Decision	Obtain Charter; Dissolve; New Formed; Additional 3 Members On-Boarded (7)	Additional 2 Members On-Boarded (9)	Monthly development calls and huddles	Monthly development calls and huddles; Ready to Open
Student Recruitment, Admission & Enrollment	N/A	N/A	Media Release	Complete Canvassing I; Open House I; 2 Informational Sessions	Complete Canvassing II; Open House II; Lottery Held;	Families Matriculated; Accepted Open Houses (2); Families Ready for Day 1
Parent Involvement & Community Engagement	Monthly Talk Stories Conducted	Monthly Talk Stories Conducted	Monthly Talk Stories Conducted; Partnership Development; One:one Open Door	Monthly Talk Stories Conducted; Partnership Development; One:one Open Door	Monthly Talk Stories Conducted; Partnership Development; One:one Open Door	Monthly Talk Stories Conducted; Families Ready for Day 1
Non-Profit Involvement	High Priority Year 0 Grants Written	Tier II Year 0 Grants Written	Tier III Year 0 Grants Written; Recruit & Build Board	Financial Strategy for the Year Finalized; Recruit & Build Board	High Priority Year 1 Grants Written; Recruit & Build Board	Tier II Year 1 Grants Written; Recruit & Build Board
Facility	Identify	Explore	Secure	Finance/Renovate	Renovate	Prepare for Open

Tech	Explore	Explore	Frame Needs; Consult; Prototype / Pilot	Website, Social Media, Institutional Databases	Campaign and engage with Databases, Website, and Build Platform	Share with Teachers, Build, Prepare

Timeline	Jan-Mar '17 (Q1)	Apr-Jun '17 (Q2)	Jul-Sep '17 (Q3)	Oct-Dec '17 (Q4)	Jan-Mar '18 (Q1)	Apr-Jun '18 (Q2)
(3) FINANCIAL						
Facilities Funding	Establish Funding Pathways	Establish Funding Pathways; Apply	Application and Holding Period; Fund	Fund	Fund	Fund
Fundraising	Submit Foundation Applications (Contingent on Decision)	Submit Foundation Applications (Contingent on Decision)	Announcement; Funding; Grant Writing & Cultivation	Funding; Grant Writing & Cultivation	Funding; Grant Writing & Cultivation	Funding; Grant Writing & Cultivation
State & Federal Funding	HOLD	HOLD	HOLD; Explore Securitization or Borrowing Against Expected Funding	HOLD	HOLD	Receive 60% Per Pupil Funding (July)
Expenses	N/A	N/A	Media announcement, website development	Personnel, facilities, outreach, partnership-building, recruitment, events	Personnel, facilities, outreach, partnership-building, recruitment, lottery, events	Personnel, facilities, outreach, partnership-building, events, materials

(III) Into the Weeds
This section offers a deep dive into the components highlighted above. The main focus of this section is what and who - what is happening in each of the buckets mentioned above and who is driving it.

The main personnel actors are as follows:

- Founding school director
- Applicant governing board
- Founding school board
- Non-profit board
- Leadership support team
- Community advisory council
- Existing partners and active network

The plan will be broken into three components: academic, organizational, and financial. It will follow a similar structure as above, aligning our headline focus areas, timing, and ultimately action plan.

Structure/Template

	Month/Year	Month/Year	Month/Year	Month/Year	Month/Year	Month/Year
Area						
Bucket	Focus	Focus	Focus	Focus	Focus	Focus
Lead	Tasks	Tasks	Tasks	Tasks	Tasks	Tasks
Main Collaborators	Collaboration Actions	Collaboration Actions	Collaboration Actions	Collaboration Actions	Collaboration Actions	Collaboration Actions
Outcome	Deliverable	Deliverable	Deliverable	Deliverable	Deliverable	Deliverable

Timeline	Jan-Mar '17 (Q1)	Apr-Jun '17 (Q2)	Jul-Sep '17 (Q3)	Oct-Dec '17 (Q4)	Jan-Mar '18 (Q1)	Apr-Jun '18 (Q2)
Area: Academic | Leadership Support Team (LST)						
Bucket: Leadership Support Team (LST)	HOLD	HOLD	Diverse pool created; interviews	Selection & on-boarding	Team development and start-up execution	Final preparations, begin teacher development
Lead: Alex	*Identify tier I, II, and pipeline candidates for Leadership Support team	*Conduct outreach and gauge interest *Draft and circulate job descriptions	*Continue conversations with potential team members *Ask, recruit, interview potential team members *Make offers *Structure	*Design & host Oct. weekend retreat / kick-off for LST *Send weekly e-mail and hold one:one check ins *Provide reading, training materials, and role-identity development materials	*Invite to canvas; prepare for informational meetings, lottery, and family conversations *Invite LST to home / family meetings	*Hold bi-weekly weekend meetings / workshops for LST *Engage LST in training and development re: academic plan *Coach members in building role clarity and identity *Co-build initial DH Block scope & sequence
Main Collaborators: Applicant Team, then Founding School Board	Generate names; connect candidates with Alex	Generate names; connect candidates with Alex	Generate names; connect candidates with Alex	Co-interview (if necessary); available for one:one time, relationship-	Development of on-boarding and training materials	Development of training & development materials

					building		
Outcome	Network leveraged; pool of at least 5 candidates per position is created	Continue leveraging network and deepen pool	Source and interview from pool; make conditional offers; establish initial team	Team Created (target Oct.); rapport and culture established	Culture strengthened; role clarity achieved; autonomous work streams	Team Ready to Open School

Timeline	**Jan-Mar '17 (Q1)**	**Apr-Jun '17 (Q2)**	**Jul-Sep '17 (Q3)**	**Oct-Dec '17 (Q4)**	**Jan-Mar '18 (Q1)**	**Apr-Jun '18 (Q2)**
Academic | Teaching Team						
Bucket: Teaching Team	HOLD	HOLD	Media release, application portal open	Informational fair I, one:one meetings conducted	Informational fair II; diverse pool created	Interviews conducted, teachers hired, PD offered, ready for students
Lead: Applicant Team, Leadership Support Team (4 people)	*Build ideal candidate profiles for teachers (App Team)	*Design teaching culture and school profile to share with interested candidates (App Team)	*Design and send media release and initial marketing for approved application and hiring needs *Share timeline,	*Host informational fair I on school for interested parties *Open door for one:one informational meetings / interviews to build initial funnel / pipeline) (LST)	*Co-host informational fair II with LST *Build diverse pool of candidates for each teaching role *Continue to market and source opportunities across channels	*Conduct interviews *Lead LST deliberation on candidates *Observe teachers (if applicable) *Make offers *Distribute materials and check in bi-weekly

			schedule, and links (Founding School Board)		and within hiring streams *Design teaching pre-reading, on-boarding, training, and pre-school year materials	through spring, summer in preparation for first 4 PD days *Hold open door policy for teachers to engage, prep
Main Collaborators: Founding School Board	N/A	Editing	Editing	Generate names; connect candidates with LST	Generate names; connect candidates with LST	Generate names; connect candidates with LST; co-interview; co-hire; co-on-board & prep
Outcome	Teacher Profiles	Culture & School Snapshot	Media Presence Created	Informational Fair & Meetings Conducted	Informational Fair & Pool Created	Interviews, Hires, On-boarding Complete; Ready for 4 PD Days

Timeline	**Jan-Mar '17 (Q1)**	**Apr-Jun '17 (Q2)**	**Jul-Sep '17 (Q3)**	**Oct-Dec '17 (Q4)**	**Jan-Mar '18 (Q1)**	**Apr-Jun '18 (Q2)**
Academic | Curriculum						
Bucket: Curriculum	Being Developed	Being Developed	Developed	Developed	Developed and available to teachers	Customized, final, and ready for students
Lead: Applicant Team, then LST	Explore texts and	Explore texts and	* Explore texts and interdisciplinary	*Engage LST in getting to know,	*Engage LST in unpacking and	*LST frames PD for teachers; LST

	interdisciplinary project design; continue engagement with our network	interdisciplinary project design; continue engagement with our network	project design *Continue collaboration with multiple partners *Attend local conferences and gain insight into project-based and interdisciplinary structuring	unpacking, and integrating coaching and development techniques around curriculum	building fluency within curriculum *Share curricular components with families and partners	frames Q1 arc for teaching, learning, PD, data
Main Collaborators: Network and external partners	Collaborate and continue to build out ideas for projects, interdisciplinary structure, engaging community	Continued; see examples at others schools (i.e. SEEQS block)	HOLD	HOLD	Re-engage with final, integrated, ready-to-print products	Continue; engage some local partners in launch
Outcome	Deepened partnerships and complete year 1 draft curriculum	Deepened partnerships and continued conversations	Deeper knowledge of cross-curricular and interdisciplinary work	LST getting familiar with DreamHouse curriculum structure and culture	Texts purchased; LST Knows Curriculum (and coaching, development approach)	Teachers Know Curriculum; Q1 Framed

Timeline	Jan-Mar '17 (Q1)	Apr-Jun '17 (Q2)	Jul-Sep '17 (Q3)	Oct-Dec '17 (Q4)	Jan-Mar '18 (Q1)	Apr-Jun '18 (Q2)
Academic | Partnerships						
Bucket: Partnerships	Explored	Explored	Founded	Developed	Aligned	Ready for student engagement and support
Lead: Applicant Team, then Founding School Board, and ultimately LST + School Board	*Continue conversations with local, state, and national potential partners across education, business, cultural, and other areas *Send vision, plan, timeline to partners to engage	*Continue conversations with local, state, and national potential partners *Send vision, plan, timeline to partners to engage	*Founding school board owns *Continue conversations with local, state, and national potential partners *Send timeline updates and media releases to partners *Structure partnerships and mutual value-add	*Founding school board owns *Establish official, public partnerships with local, state, and national partners *Structure public language and architecture of the partnership *Make public partnerships (website, media, social media)	*School board and LST own conversations with potential support partners (Special Ed, org support with finances, HR, etc., and instructional support – databases, etc.) *Engage partners (where applicable) in planning process *Communicate monthly to partners with planning updates *Meet with partners (or phone) at least once Q1 to align on services /	*Engage partners (where applicable) in planning process *Communicate monthly to partners with planning updates *Meet with partners (or phone) at least once Q2 to align on services / partnership mutual value-add *Engage Community Advisory Council in partnership services and discussion *Engage partners in final open houses and

					partnership mutual value-add	opening preparation
Main Collaborators: External Partners	Partners share materials, case studies, info	Partners share materials, case studies, info	Partners share materials, case studies, info	Enter into partnerships conversations (pricing, MOU, etc.)	Finalize, confirm MOU and partnership parameters; begin service	Service / partnership is live
Outcome	3-5 Additional Organizations Engaged	3-5 Additional Organizations Engaged	Official Partnerships with DH established	Partnerships Public	Partnerships Aligned and Begin Q1	Partnerships Active; Supporting Open of School

Timeline	**Jan-Mar '17 (Q1)**	**Apr-Jun '17 (Q2)**	**Jul-Sep '17 (Q3)**	**Oct-Dec '17 (Q4)**	**Jan-Mar '18 (Q1)**	**Apr-Jun '18 (Q2)**
Academic | RTI Support						
Bucket: RTI Approach	Explore partnerships to support all students	Explore partnerships to support all students	Explore partnerships to support all students	Explore partnerships to support all students	Partnerships identified	Ready for student engagement and support
Lead: LST	HOLD *(AT engaging potential partners in conversations)*	HOLD *(AT engaging potential partners in conversations)*	HOLD *(AT engaging potential partners in conversations)*	*Prep RTI materials for LST to engage with once on-boarded *Actively explore	*Identify students (post lottery) who have legal support needs (IEP, 504B) *LST engages	*Reach out to families/students who have been admitted and will need additional supports *Meet with

				partnerships	board in initial outreach and support plan	families and students *Explore pre-opening support plan and resources to ease transition and jump start support
Main Collaborators: Founding School Board	Source and offer ideas for partners	Source and offer ideas for partners	Source and offer ideas for partners	N/A	Board supports with parent and community conversations about supporting ALL kids	Board supports with parent and community conversations about supporting ALL kids
Outcome	N/A	N/A	Partner pool	Board and LST Prep Materials Created (AT and board create for LST and new board members)	Students Identified	Families Consulted; Partners & Resources Engaged

ORGANIZATIONAL

Timeline	Jan-Mar '17 (Q1)	Apr-Jun '17 (Q2)	Jul-Sep '17 (Q3)	Oct-Dec '17 (Q4)	Jan-Mar '18 (Q1)	Apr-Jun '18 (Q2)
**Organizational	Applicant Governing Board → Founding School Board**						
Bucket: Applicant Governing Board → Founding School Board	Submit Application	Complete Interview and Pass to Commission Decision	Obtain Charter; Dissolve; New Formed; Additional 3 Members On-Boarded (7)	Additional 2 Members On-Boarded (9)	Monthly development calls and huddles	Monthly development calls and huddles; Ready to Open
Lead: Founding School Board	*Submit application to the State *Engage board members is interview preparation	*Serve as team lead for Commission interview *Engage board in recruiting additional members to founding board	*Transition board to founding governing board *Facilitate on-boarding of new board members *Engage new members in DH history, application, vision, and timeline *Work with overall board to develop culture,	*Engage new members in DH history, application, vision, and timeline *Hold monthly meetings (Oct, Nov, Dec) *Engage board chair in bi-weekly huddle to prep for board meetings, execute plan *Engage board in selection and welcoming of LST	*Hold monthly meetings (Jan, Feb Mar) *Engage board chair in bi-weekly huddle to prep for board meetings, execute plan *Engage board members in supporting lottery *Engage board members in family outreach *Engage board members in	*Hold monthly meetings (Apr, May, Jun) *Engage board chair in bi-weekly huddle to prep for board meetings, execute plan *Engage board members in family outreach *Engage board members in fundraising activities *Support board in

	Jan-Mar '17 (Q1)	Apr-Jun '17 (Q2)	Jul-Sep '17 (Q3)	Oct-Dec '17 (Q4)	Jan-Mar '18 (Q1)	Apr-Jun '18 (Q2)
			monthly meeting rhythm	(if applicable) *Support board members in canvassing	fundraising activities *Support board in partnership connection	partnership connection *Engage board in Open Houses
Main Collaborators: Non-Profit Board	Continue sourcing potential board members	Continue sourcing potential board members	Continue sourcing potential board members; recruit	Recruit and support interviewing new school board members	Support with on-boarding; share structure and materials; attend lottery	Attend open houses; continue supporting onboarding and development
Outcome	Board Prepared for Commission Interview	Additional Members Identified	Applicant Governing Board dissolved; Founding School Board established; 3 new members on boarded (7 total)	2 new board members on boarded (9 total); monthly meetings; bi-weekly huddle with board chair; multiple board members canvas	All meetings attended; multiple board members at informational sessions, lottery	All meetings attended; multiple board members at open houses; multiple board members engage with home meetings

Timeline	**Jan-Mar '17 (Q1)**	**Apr-Jun '17 (Q2)**	**Jul-Sep '17 (Q3)**	**Oct-Dec '17 (Q4)**	**Jan-Mar '18 (Q1)**	**Apr-Jun '18 (Q2)**
**Organizational	Student Recruitment, Admission & Enrollment**						
Bucket: Student Recruitment, Admission &	N/A	N/A	Media Release	Complete Canvassing I; Open House I; 2	Complete Canvassing II; Open House II;	Families Matriculated; Accepted Open Houses (2); Families

Enrollment				Informational Sessions	Lottery Held;	Ready for Day 1
Lead: Ed, Community Advisory Council	*Continue holding gentle, preliminary conversations regarding school with parents, former students, educators; attend neighborhood board meetings;	*Continue holding gentle, preliminary conversations regarding school with parents, former students, educators; attend neighborhood board meetings;	*Continue holding gentle, preliminary conversations regarding school with parents, former students, educators *Send media release to local organizations, publics, high-traffic areas *Begin establishing Community Advisory Council	*Design and conduct canvassing strategy *Host weekend talk story sessions for parents, community members *Host larger informational / Q&A sessions (3) *Build Community Advisory Council (interested parents, board members, community members) to spread word of school and activate networks, increase interest *Open website and online application	*Continue weekend talk story sessions *Continue informational sessions *Continue work with Community Advisory Council *Close application *Hold public, open lottery with applicant families *Inform families *Enroll families	*Continue talk story sessions, no more focused on incoming families than advertising school *Visit families at homes for one:one time *Design 2 Open Houses for incoming families (with board, LST, Community Advisory Council) *Host open houses and engage families in summer prep *Bi-weekly communication with families through the summer; open door policy
Main Collaborators: Founding School Board, Non-Profit, Leadership Support Team	N/A	N/A	Funding; Community Advisory Council building	Support with canvassing; support / attending informational sessions	Support with canvassing; support / attending informational sessions; support with lottery	Attend open houses and conduct home meetings (as necessary / feasible; weekends)

					(design, attend)	
Outcome	Conversations Held	Conversations Held	Conversations Held; Media Released to Ewa Beach families	Canvassing southern Ewa Beach; 3 Informational Sessions Held	Canvassing southern Ewa Beach; 3 Informational Sessions Held; Lottery Held; Families Enrolled	2 Open Houses Held; Bi-weekly Communication Conducted; Students Officially Enrolled as 2017-18 DH students

Timeline	**Jan-Mar '17 (Q1)**	**Apr-Jun '17 (Q2)**	**Jul-Sep '17 (Q3)**	**Oct-Dec '17 (Q4)**	**Jan-Mar '18 (Q1)**	**Apr-Jun '18 (Q2)**
Organizational | Parent Involvement & Community Engagement (Similar to Recruitment, Admission & Enrollment)						
Bucket: Parent Involvement & Community Engagement	Monthly Talk Stories Conducted	Monthly Talk Stories Conducted	Monthly Talk Stories Conducted; Partnership Development; One:one Open Door	Monthly Talk Stories Conducted; Partnership Development; One:one Open Door	Monthly Talk Stories Conducted; Partnership Development; One:one Open Door	Monthly Talk Stories Conducted; Families Ready for Day 1
Lead: Ed, Community Advisory Council	*Connect with parents and community members *Conduct	*Continue conversations *Continue to drive communicatio	*Set up monthly meetings at central Ewa Beach location and market to groups,	*Continue monthly meetings and engaging in small group conversations,	*Continue monthly talk stories with emphasis on lottery	*Continue monthly talk stories - admitted family focus, awareness and

	direct outreach to community groups (local, state, national) to discuss charter application, vision, and potential partnership opportunities	n with partner groups	individuals that talk stories will be happening nearly every weekend and some week nights *Engage in small group conversations, one:one, and follow-up *Build awareness of charter vision, open door and partnership policy, and build institutional and personal relationships through availability and community time *Reach out to organizations directly to explore partnership opportunities	one:one, and follow-up *Deepen awareness around vision, charter, students and population to be served *Reach out to organizations directly to explore partnership opportunities *Engage active parents and community leaders in Community Advisory Council; set vision, begin outside meetings, and activate network	*Continue conversations and relationship-building with local, state, national organizations *Co-design lottery experience with Community Advisory Council *Execute lottery as LST and engage community for support *Ed drives Community Advisory Council monthly meetings and work	partnership focus *Co-design open house 1 & 2 with Community Advisory Council *Conduct Open House 1 (April) *Meeting with families at their homes (LST, board support) *Ed empower Community Advisory Council to operate autonomously (still participate) *Continue to deepen and align partnerships (See Student Recruitment, Admission & Enrollment for additional detail)
Main Collaborators: Founding School Board, Non-	Engage in conversations with parents in community	Engage in conversations with parents in community	Non-profit: funding / reimbursement; founding school	Community Advisory Council: parents and community	LST: attend talk stories, market lottery; Non-profit:	LST: attend talk stories, market lottery; Non-profit: funding /

	Jan-Mar '17 (Q1)	Apr-Jun '17 (Q2)	Jul-Sep '17 (Q3)	Oct-Dec '17 (Q4)	Jan-Mar '18 (Q1)	Apr-Jun '18 (Q2)
Profit, Leadership Support Team			board: attend talk stories (as necessary) and market engagement opportunities	members join and shape vision and working function; Non-profit: funding / reimbursement; founding school board: attend talk stories (as necessary) and market engagement opportunities	funding / reimbursement; founding school board: attend talk stories (as necessary), attend lottery, market engagement opportunities	reimbursement; founding school board: attend talk stories (as necessary), market engagement opportunities
Outcome	Conversations Held	Conversations Held	Conversations Held; multiple talk stories per month	Conversations Held; multiple talk stories per month; Community Advisory Council deepened / expanded	Monthly Talk Stories Held; Lottery Co-Designed; Lottery Held and Community Organizations Engaged	Monthly Talk Stories, Partnerships Online, Community Advisory Council Working Autonomously; Home Visits Conducted

Timeline	Jan-Mar '17 (Q1)	Apr-Jun '17 (Q2)	Jul-Sep '17 (Q3)	Oct-Dec '17 (Q4)	Jan-Mar '18 (Q1)	Apr-Jun '18 (Q2)
**Organizational	Non-Profit Involvement**						
Bucket:	High Priority	Tier II Year 0	Tier III Year 0	Financial	High Priority Year	Tier II Year 1

Non-Profit Involvement	Year 0 Grants Written	Grants Written	Grants Written; Recruit & Build Board	Strategy for the Year Finalized; Recruit & Build Board	1 Grants Written; Recruit & Build Board	Grants Written; Recruit & Build Board
Lead: Zach, Non-Profit Board	*Continue to engage board around school, vision, plan *Activate board to fundraise (assist with grant writing) and friendraising / connecting *Continue search and conversations for additional board members *Lead write high priority grants for Year 0 funding	*Continue to engage board around school, vision, plan *Continue activating board to fundraise (assist with grant writing) and friendraising / connecting *Continue search and conversations for additional board members *Lead write high priority grants for Year 0 funding	*Continue activating board to fundraise (assist with grant writing) and friendraising / connecting; support in executing year 0 fundraising plan *Engage potential board members in joining *Conduct onboarding for new board members *Lead write high priority grants for Year 0/1 funding	*Continue activating *Hold quarterly meeting (bi-weekly check-in with chair) *Encourage, support, increase friend raising; support in executing year 0 fundraising plan *Lead write high priority grants for Year 0/1 funding *Conduct onboarding for new board members	*Continue activating *Hold quarterly meeting (bi-weekly check-in with chair) *Encourage, support, increase friend raising *Lead write high priority grants for Year 0/1 funding *Conduct onboarding for new board members	*Continue activating *Hold quarterly meeting (bi-weekly check-in with chair) *Encourage, support, increase friend raising *Lead write high priority grants for Year 0/1 funding *Conduct onboarding for new board members
Main Collaborators:	HOLD	HOLD	School board supports with	School board continues to	School board continues to	School board continues to

Founding School Board			school-side information and progress	support with school-side information and progress	support with school-side information and progress; also, use of money	support with school-side information and progress + use of money
Outcome	High Priority Grants Written & Submitted; Additional Board Members Identified	High Priority Grants Written & Submitted; Additional Board Members Cultivated	High Priority Grants Written & Submitted; Additional Board Members Recruited & On-boarded (+2)	Additional Q4 Grants Submitted; Additional Board Members Recruited & On-boarded (+2)	Q1 2017 Grants Submitted; Additional Board Members On-boarded (+1)	Q2 2017 Grants Submitted; Additional Board Members On-boarded (+1)

Timeline	**Jan-Mar '17 (Q1)**	**Apr-Jun '17 (Q2)**	**Jul-Sep '17 (Q3)**	**Oct-Dec '17 (Q4)**	**Jan-Mar '18 (Q1)**	**Apr-Jun '18 (Q2)**
Organizational | Facility						
Bucket: Facility	Identify multiple options and engage parties (continue)	Explore multiple options and engage parties (continue)	Secure MOU or something binding with a viable facility partner	Renovate	Renovate	Prepare for Open
Lead: Alex, Ed	*Generate short list of viable short- and long term options *Conduct due	*Engage land and building holders and explore options	*Enter into contract and acquire land/facilities	*Monitor and engage with renovation	*Monitor and engage with renovation team	*Monitor and engage with renovation team *Assist with

	Jan-Mar '17 (Q1)	Apr-Jun '17 (Q2)	Jul-Sep '17 (Q3)	Oct-Dec '17 (Q4)	Jan-Mar '18 (Q1)	Apr-Jun '18 (Q2)
	diligence and research *Conduct outreach to pertinent parties *Activate network surrounding real estate, facilities, and options in Ewa Beach *Explore potential general contractors, builders for renovation team	*Leverage network and consultants in order to negotiate contingent contract for land and school development *Set up permitting needs and requests *Set up renovation team and contingent timeline	*Hire contractor and renovation team *Submit for permitting, inspection, etc.	team *Engage with permitting, inspection, and other pertinent processes and pre-opening needs	*Schedule inspection	contractual wrap-up, payment, inspection, etc. *Activate Community Advisory Council, community, admitted families to paint, prep grounds for school (summer)
Main Collaborators: Non-Profit Board, Founding School Board	Network activation and connecting parties	Network activation and connecting; Non-profit: contractual due diligence	Non-profit: enter contract, hire renovation team	Non-profit: contractual monitoring and execution	Non-profit: contractual monitoring and execution	Non-profit: contractual monitoring and execution
Outcome	Multiple Facilities Identified	Short List Probable; Contingent Contract Negotiated	Facility Contract / MOU Signed; Submit for Permits	Renovation Commenced; Permits Acquired	Renovation on Schedule; Inspection Scheduled	Renovation Complete; Pass Inspection School Ready for Students

Timeline	Jan-Mar '17 (Q1)	Apr-Jun '17 (Q2)	Jul-Sep '17 (Q3)	Oct-Dec '17 (Q4)	Jan-Mar '18 (Q1)	Apr-Jun '18 (Q2)

Organizational | Tech

Bucket: Tech	Explore	Explore	Frame Needs; Consult; Prototype / Pilot	Website, Social Media, Institutional Databases	Campaign and engage with Databases, Website, and Build Platform	Share with Teachers, Build, Prepare
Lead: Leadership Support Team (Operations Lead)	HOLD *AT Source potential tech partners, third-party providers, platforms, and systems*	HOLD *AT Continue sourcing*	HOLD *School board land on internet, security, hardware, software, e-mail, internal database, parent communication system, grading, and additional platforms *Outreach to aforementioned groups *Ask for demo; engage with demo; frame contract and potential partnership	*OPS LEAD Enter into contracts; make payments; receive services *Consult with providers to design platforms *Engage Operations Manager as soon as hired *Begin framing and building platforms and tech orientation playbook	*OPS LEAD Train Leadership Support Team *Train and empower Operations Manager to own much of this bucket *Engage Founding School Board in understanding playbook *Facilitate non-profit financial support of contracts *Engage with consultants, installation teams, and third-party providers to plan Q2 installation and getting school online	*OPS LEAD Engage hired teachers with playbook; support initial engagement with tech systems and platforms *Mainly support Operations Manager in owning this bucket *Conduct outreach to parents and families for use of systems *Facilitate non-profit financial support of contracts *Engage with consultants, installation teams, and third-party providers and ensure get school online
Main	N/A	N/A	Non-profit financial	Non-profit	Non-profit financial	Non-profit

Collaborators: LST, Founding School Board, Non-Profit Board			support committed	financial support executed	support; founding school board is introduced to tech and briefed on how it supports academic, organizational, and financial plans	financial support; LST supports teachers over summer
Outcome	N/A	Identify Providers & Partners	Demo of all Services; Contracts Framed; Costs Known	Services Obtained; Systems Framed; Playbook Drafted	Playbook Disseminated; Board Briefed; LST Trained	School and Systems Online; Teachers Briefed; Parents and Families Briefed

FINANCIAL

Please note specific difference in this section from 15-16 to 16-17 application; no debt will be used to finance facilities development.

Timeline	Jan-Mar '17 (Q1)	Apr-Jun '17 (Q2)	Jul-Sep '17 (Q3)	Oct-Dec '17 (Q4)	Jan-Mar '18 (Q1)	Apr-Jun '18 (Q2)
Financial | Cash Flows: Facilities						
Bucket: Cash Flows: Facilities Funding	Establish Funding Pathways (NO DEBT)	Establish Funding Pathways; Apply	Application and Holding Period; Fund	Fund	Fund	Fund
Lead: Alex,	* Explore cost	*Finalize cash	*Enter into	*Funds released,	*Monitor	*Monitor progress

Zach	for renovation and portable purchase / rental *Model / project cash flow needs, timing *Obtain price quotes	flow projections for budget, philanthropic need *HOLD for Commission decision	funding contract with site renovation / portables *Ensure non-profit has and is raising necessary funds to develop facilities ($50k target) *Release funds to renovation team	contracts live, and redevelopment / portable fabrication / rental in place *Monitor progress + accounting	progress and funding *Monitor accounting	and funding *Monitor completion; final payments *Monitor accounting
Main Collaborators: Non-Profit Board	HOLD	HOLD; prepare financing	Board members review and concur with contract; sign	Ensure funding support	Ensure funding support	Ensure funding support + completion
Outcome	Price quotes, costs, cash flow timing projected	Final development costs, cash flows approved	Funding Released	Renovation funded	Renovation funded + portables on their way	Renovation complete + funded, portables ready, school site ready for students

Timeline	Jan-Mar '17 (Q1)	Apr-Jun '17 (Q2)	Jul-Sep '17 (Q3)	Oct-Dec '17 (Q4)	Jan-Mar '18 (Q1)	Apr-Jun '18 (Q2)

Financial | Cash Flows: Fundraising

Bucket: Fundraising	Submit Foundation Applications (Contingent on Decision)	Submit Foundation Applications (Contingent on Decision)	Announcement; Funding; Grant Writing & Cultivation	Funding; Grant Writing & Cultivation	Funding; Grant Writing & Cultivation	Funding; Grant Writing & Cultivation
Lead: Zach, Meilan (non-profit side)	*Hold conversations with multiple potential funders sharing vision for school *Lead write and submit tier I funding opportunities (see fundraising / financial plan) *Engage non-profit and founding school board in cultivating strategic relationships and ushering application	*Continue conversations with funders *Support Boards in ushering applications and raising awareness *Lead write / submit Tier II applications	*Share news with funders *Request immediate funding; thank you notes; media release; increase publicity around support *Continue board support *Continue grant writing, submit *Actively manage cash flow projections	*Support board in ushering, grant management, communication *Write and submit grants *Actively manage cash flow projections	*Support board in ushering, grant management, communication *Write and submit grants *Actively manage cash flow projections	*Support board in ushering, grant management, communication *Write and submit grants *Actively manage cash flow projections
Main Collaborators: Alex, Deb	Engage networks and raise awareness	Engage networks and raise awareness	Engage networks, support grant writing, raise	Engage networks, support grant	Engage networks, support grant	Engage networks, support grant writing, raise

(school board side)	about fundraising initiative; sign off on grant proposals; usher application	about fundraising initiative; sign off on grant proposals; usher application	awareness, co-manage grant operations (Treasurer), usher applications	writing, raise awareness, co-manage grant operations (Treasurer), usher applications	writing, raise awareness, co-manage grant operations (Treasurer), usher applications	awareness, co-manage grant operations (Treasurer), usher applications
Outcome	Submit Tier I Applications (6)	Submit Tier II Applications (5)	Submit Additional Applications; Receive Funding	Submit Additional Applications; Receive Funding	Submit Additional Applications; Receive Funding	Submit Additional Applications; Receive Funding

Timeline	**Jan-Mar '17 (Q1)**	**Apr-Jun '17 (Q2)**	**Jul-Sep '17 (Q3)**	**Oct-Dec '17 (Q4)**	**Jan-Mar '18 (Q1)**	**Apr-Jun '18 (Q2)**
Financial | Cash Flows: State & Federal Funding						
Bucket: State & Federal Funding	HOLD	HOLD	HOLD	HOLD	HOLD	Receive 60% Per Pupil Funding (July) (est. $6,500 * 100 * 60% = $390k)
Lead: School Board	*Monitor legislative movement; advocate as necessary *Engage	*Continue monitoring local funding climate from state sources *Follow up with Commission	*Engage with Commission around reasonable expectations and funding	*Maintain Commission communication *Monitor any changes in funding	*Maintain Commission communication *Monitor any changes in funding outlook	*Engage Founding School Board and Commission in contractual agreement; sign *Receive funds

	Jan-Mar '17 (Q1)	Apr-Jun '17 (Q2)	Jul-Sep '17 (Q3)	Oct-Dec '17 (Q4)	Jan-Mar '18 (Q1)	Apr-Jun '18 (Q2)
	with Commission regarding funding differential and changes	regarding past legislative sessions and climate *Submit grants to national mechanisms for 2017 funding (i.e. USDOE CSP)	projections and climate; model projections	outlook		and re-project, model cash flows *Engage non-profit board for additional financial projections *Engage primary bank in money flow, holding, management, transactions
Main Collaborators: Non-Profit Board	Advocate as necessary; connect with Commission as necessary	Advocate as necessary; connect with Commission as necessary	Connect with School board regarding expectations and projections	Maintain collaboration with school board	Maintain collaboration with school board	Maintain collaboration with school board; factor into financial model
Outcome	Funding Monitored	Funding Monitored; apply to Federal grants (US DOE charter school start up grants)	Funding Monitored; engage Federal side for updates / feedback	Funding Monitored; engage Federal side for updates / feedback	Funding Monitored; Receive federal start-up monies	Funding Received; Banking Relationship Begins

Timeline	**Jan-Mar '17 (Q1)**	**Apr-Jun '17 (Q2)**	**Jul-Sep '17 (Q3)**	**Oct-Dec '17 (Q4)**	**Jan-Mar '18 (Q1)**	**Apr-Jun '18 (Q2)**
Financial | Cash Flows: Expenses						
Bucket:	N/A	N/A	Media	Personnel,	Personnel,	Personnel,

			announcement, website development	facilities, outreach, partnership-building, recruitment, events	facilities, outreach, partnership-building, recruitment, lottery, events	facilities, outreach, partnership-building, events, materials
Expenses						
Lead: School Board (Alex, Ed)	*Model anticipated expenses and project cash in / outflows *Build diversified revenue streams and contingencies based on expense model *Project risk and revenue sensitivity	*Monitor changes in projected Year 0, Year 1, and Years 1-3 budgets (3) *Update budget and share with board(s) *Generate contingency expense coverage	*Update budget given cash flow realization beginning Aug. 2016 *Share Year 1 budget with non-profit board and founding school board; revise; approve *Incur expenses aligned to Year 0 budget (see budget; i.e. media, personnel, tech) *Track receipts, reimbursements via online system (TBD)	*Actively manage and update budget given expenses incurred *Track receipts, reimbursements via online system (TBD) *Engage boards in monitoring and managing budget *Monitor expenses, retained earnings *Monitor contingencies	*Draft Year 1 budget; pressure-test *Actively manage and update budget given expenses incurred *Track receipts, reimbursements via online system (TBD) *Engage boards in monitoring and managing budget *Monitor expenses, retained earnings *Monitor contingencies	*Finalize Year 1 budget *Actively manage and update budget given expenses incurred *Track receipts, reimbursements via online system (TBD) *Engage boards in monitoring and managing budget *Update budget given new funding stream *Monitor expenses, retained earnings *Monitor contingencies
Main Collaborators: Non-Profit	N/A	Engage with budget (high level)	Engage, approve budget (both boards) + contingencies	Monitor budget (school side, non-profit side); support projections	Monitor budget; support revenue / expense projecting and contingencies;	Continue monitoring all; Approve Year 1 budget

Outcome	Expenses Modeled	Expenses Updated; Contingencies Solidified	Year 0 Budget Complete	Monthly Expenses Fall At/Under Budget	Year 1 Budget Drafted; Monthly Expenses Fall At/Under Budget	Year 1 Budget Approved; Expenses Fall At/Under Budget

Vision for leading pre-opening development phase | The pre-opening phase will be strategically executed through full- and part-time personnel and stakeholders aligned to the vision, mission, and pre-opening steps needed to open the school for the 2017-18 school year. Aligned to the DreamHouse Ewa Beach start-up plan and supported by DreamHouse, Inc., start-up personnel will build momentum through network activation, connecting resources and people, and cultivating individual and institutional support across a broad spectrum of stakeholders.

Capable individuals and groups who will lead development and implementation of the plan | As highlighted in the Overall Plan, the following individuals and groups will be engaged in pre-opening strategy and procedures:

- Founding school director
- Applicant governing board
- Founding school board
- Non-profit board
- Leadership Support Team
- Community Advisory Council
- Network of partners and stakeholders

Funding for implementation personnel | Written into the bylaws for both the school and the non-profit, no board member shall be compensated for services rendered; the same rationale will be applied to the Community Advisory Council as it is developed. Expenses pertaining to meetings, events, reimbursements, and associated costs will be taken into consideration.

The founding school director will be a full-time, paid staff member of the proposed school upon application approval; DreamHouse, Inc. will be responsible for funding. Stipend structures for Leadership Support team will be considered on an individual basis given availability, geographic proximity to operations, and hours worked; the same will apply to the founding teaching team, primarily for spring and/or summer engagements before teachers are official employees of the school (technically, teachers are not "required" to invest time in pre-opening phase, however it will be highly encouraged, compensated, and in their best interest while transitioning onto the school team).

Plan for leading the development of the school during its pre-opening phase | Aligned to the start-up operations detailed in the Overall Plan, the following matrix offers a framework for what individuals and groups will be responsible, at which point during start-up, and for (approximately) how much time. *Note: this is subject to change given hiring and availability of various personnel.*

Pre-Opening Phase Personnel Involvement & Timeline	Q1 ('17) Jan Feb Mar	Q2 ('17) Apr May Jun	Q3 ('17) Jul Aug Sep	Q4 ('17) Oct Nov Dec	Q1 ('18) Jan Feb Mar	Q2 ('18) Apr May Jun
Founding school director	Full-time, team lead, and point of contact through pre-opening phase *Hours/Week: 50-70+*					
Applicant governing board	Collaborate with and support application process *Hours/Week: 3-5*	*Reconstituted*				
Founding school board	*Not yet founded*		Collaborate with and support founding school director through training, fundraising, awareness, recruitment, and development *Hours/Week: 5-8*			
Non-profit board	Support founding school leader and founding school board in training, fundraising, friend-raising, and building awareness; engage in real estate and renovation process *Hours/Week: 3-5*					
Leadership Support team	*Not yet founded*				Collaborate with founding school director through training, school design, family recruitment, and teacher recruitment *Hours/Week: 5-10*	
Community Advisory Council	*Not yet founded*				Support founding school board and leadership support team through family recruitment, awareness building, and planning	

		Hours/Week: 1-2
Founding teaching team	*Teaching team not yet founded*	Stipend-driven, encouraged PD / *Hours/Week: 3-5*

Snapshot of Leads & Collaborators (pulled from above)

BUCKET	ITEM	LEAD	COLLABORATORS
ACADEMIC	LST team building	Alex	School board
ACADEMIC	Teaching Team	LST	School board
ACADEMIC	Curriculum	Applicant Team, LST	External
ACADEMIC	Partnerships	Applicant Team, LST	External
ACADEMIC	RTI supports	LST	School board
ORG	Governing Board to Founding School Board	School board	Non-profit board
ORG	Student Recruitment, Admission, and Enrollment	Ed	School board +
ORG	Parent Involvement & Community Engagement	Ed, Community Advisory	School board +
ORG	Non-profit Involvement	Zach, Non-profit board	School board +
ORG	Facility	Alex, Ed	Non-profit board
ORG	Tech	LST (ops lead)	LST, non-profit
FINANCE	Cash Flows: Facilities	Alex, Zach	Non-profit
FINANCE	Cash Flows: Fundraising	Zach, Meilan	Alex, Deb
FINANCE	Cash Flows: State & Federal Funding	School board	Non-profit
FINANCE	Cash Flows: Expenses	Alex, Ed	Non-profit

JANUARY 2017 UPDATE:

The DreamHouse team has engaged multiple stakeholders in conversations pertaining to facility acquisition, renovation, and development. The three short-term options (Ewa Beach Community Park Center; Ewa Beach United Methodist Church; Old Ewa Beach Fire Department) are all actively being explored at a local Ewa Beach level, as well as in town with the Honolulu Fire Department, City Council, and the Department of Parks and Recreation. We are confident that one (or more) of these options will continue to materialize. We will have further information during the April 2017 capacity interview, as well as in May and June at hearings with the Commissioners.

Facilities Options and Profiles
Based on the due diligence, resident knowledge, and research our applicant team, we have arrived at the following spectrum of facilities options:

Probable (TIER I)	Possible (TIER II)	Less Likely (TIER III)
These are the facility options that we see as the most likely pathway to opening a 100-student school during the 2018-19 year, and being able to build 100-student grades into the school over seven years; this section will cover all three phases of our development plans.	These options are possible, but not as clearly laid out, accessible, or near in terms of acquisition and development; they are possibilities, but this would be our second tier of options.	This last group contains lands and space that could be used to educate children, but these options would take much more work to develop and get ready for a school; they are included to show the range of analysis and consideration that went into this process.
Short-term: (1) Ewa Beach Community Park Center; (2) Ewa Beach United Methodist Church; (3) Ewa Beach Old Fire Dept. *Long-term:* (1) 91-603 Pohakupuna Rd.; (2) Ewa Beach Community Park; (3) UH West Oʻahu	*Short-term:* (1) Ilima Intermediate, (2) portables on DOE land; (3) portables on Ewa Beach Community Park land; *Long-term:* (1) Tokai International College; (2) Puʻuloa Playground; (3) Gentry, Haseko parcels	*Short-term:* (1) UH West Oʻahu; (2) Tokai International College; (3) Kroc Center; (4) Aloha Community Church; (5) Ewa Beach Baptist Church; (6) Ewa Beach Church of Nazarene; (7) Our Lady of Perpetual Help Church *Long-term:* (1) 91-1309 Roosevelt Ave, Kapolei

In addition to our internal assessment, parcel information including location, size, structures (if applicable), cost, and other information is included in attached City and County of Honolulu Owner and Parcel Information documents. We continue to work through local and national partners to conduct research, perform due diligence, establish strategic partnerships, and work effectively through existing channels to engage these land and facilities options.

TIER I Short-Term Probable Options

The following sites have been identified as potential facilities for our initial academic year with space and land to renovate, add portables, or temporary structures.

1. Ewa Beach Community Park Center (91-955 North Road, Ewa Beach, HI, 96706)
2. Ewa Beach United Methodist Church (91-660 Pohakupuna Rd., Ewa Beach, HI, 96706)
3. Ewa Beach Old Fire Dept. (91-832 Pohakupuna Rd., Ewa Beach, HI, 96706)

Given each option, a series of factors will be considered as highly feasible, feasible, and less feasible; feasibility is relevant given our financial position, growth plans, and the status of the facility. We have determined feasibility ratings based on available research, site visits, market rates, and local knowledge.

1. Ewa Beach Community Park Center (Tier I, Short-Term)
Address: 91-955 North Road, Ewa Beach, HI, 96706
Current Use: community center, storage (rare that there is programming during the day)
Amenities: two floors (first floor ground level, elevator access to second floor), multiple rooms, second floor open space (capacity: 200), restroom facilities, parking
Projected Capacity: 200 students
Facility Need: renovation facelift, class partitions; additional portable or temporary structure to house additional 100 students.

Facility Components	Highly Feasible	Feasible	Less Feasible
Rent Affordability	✓		
Growth Possibility		✓	

	Highly Feasible	Feasible	Less Feasible
Proximity to Target Pop.	✓		
Need for Renovation	✓		
Ability to Renovate	✓		
Readiness for Students	✓		
Size/Capacity		✓	
Amenities		✓	

2. Ewa Beach United Methodist Church (Tier I, Short-Term)
Address: 91-660 Pohakupuna Rd., Ewa Beach, HI, 96706
Current Use: church (Sundays; Wednesday nights)
Amenities: two buildings, multiple classrooms, restroom facilities, parking; additional land (2.0+ acre lot)
Projected Capacity: 200 students
Facility Need: renovation facelift; additional portable or temporary structure to house additional 100 students.

Facility Components	Highly Feasible	Feasible	Less Feasible
Rent Affordability	✓		
Growth Possibility	✓		
Proximity to Target Pop.	✓		
Need for Renovation		✓	
Ability to Renovate	✓		
Readiness for Students	✓		

		Highly Feasible	Feasible	Less Feasible
Size/Capacity			✓	
Amenities			✓	

3. Old Ewa Beach Fire Department (Tier I, Short-Term)
Address: 91-832 Pohakupuna Rd., Ewa Beach, HI, 96706
Current Use: vacant (temporary storage)
Amenities: one building, multiple rooms, restroom facilities, parking lot space for modular / portable
Projected Capacity: 100 students
Facility Need: Renovation facelift; additional portable or temporary structure to house additional students; would need to also leverage Hale Pono Boys & Girls Club space, Ewa Beach Public Library space, Ewa Beach Community Park space, and/or other facility options.

Facility Components	Highly Feasible	Feasible	Less Feasible
Rent Affordability	✓		
Growth Possibility			✓
Proximity to Target Pop.	✓		
Need for Renovation	✓		
Ability to Renovate		✓	
Readiness for Students		✓	
Size/Capacity			✓
Amenities		✓	

TIER I Long-Term Probable Options

The following three strategies are long-term to support our school at terminal capacity. All site's projected capacity would be for 700 students.

1. 91-603 Pohakupuna Rd. Site
2. Ewa Beach Community Park
3. UH West Oʻahu

Applying similar analysis as was done for short-term options, the following has been determined.

1. 91-603 Pohakupuna Rd. Site (Tier I, Long-Term)
Address: 91-603 Pohakupuna Rd.
Owner: Pensa Nuwind LLC (Honolulu, HI; real estate LLC; agent: Thomas Foley)
Current Use: vacant, no structures
Size: 2.7438 acres (119,522 sq. ft.)
Headline Strategy: purchase land via HEDCO, term loan, or private funder; develop site, build facility.

Facility Components*	Highly Feasible	Feasible	Less Feasible
Rent Affordability	✓		
Cost to Build		✓	
Debt Service		✓	
Growth Possibility	✓		
Proximity to Target Pop.	✓		
Need for Renovation	✓		

	Highly Feasible	Feasible	Less Feasible
Ability to Renovate	✓		
Readiness for Students	✓		
Size/Capacity	✓		
Amenities	✓		

this is referring to a new facility that we would build for our terminal year and capacity

2. Ewa Beach Community Park (Tier I, Long-Term)
Address: 91-955 North Road, Ewa Beach, HI, 96706
Owner: City and County of Honolulu
Current Use: community center, recreation
Size: 13.1721 acres (573,776 sq. ft.)
Headline Strategy: similar to Pohakupuna strategy, however as land is owned by City and County, we would explore renting and co-development opportunities on part of the park to build an educational facility.

Facility Components*	Highly Feasible	Feasible	Less Feasible
Rent Affordability	✓		
Cost to Build		✓	
Debt Service		✓	
Growth Possibility	✓		
Proximity to Target Pop.	✓		
Need for Renovation	✓		
Ability to Renovate	✓		

	✓		
Readiness for Students	✓		
Size/Capacity	✓		
Amenities	✓		

3. UH West Oʻahu (Tier I, Long-Term)

Address: 91-1001 Farrington Highway, Kapolei, HI 96707
Owner: University of Hawaiʻi
Current Use: college campus
Size: 192.562 acres (8,388,001 sq. ft.)
Headline Strategy: co-locate on college campus through syndicate financing of a 700-student facility; white paper submitted to former chancellor in summer 2015 was given consideration and will be revisited with current leadership for longer term plan, partnership, programming, and pipeline.

Facility Components*	Highly Feasible	Feasible	Less Feasible
Rent Affordability	✓		
Cost to Build		✓	
Debt Service		✓	
Growth Possibility	✓		
Proximity to Target Pop.	✓		
Need for Renovation	✓		
Ability to Renovate	✓		
Readiness for Students	✓		

	Highly Feasible	Feasible	Less Feasible
Size/Capacity	✓		
Amenities	✓		

TIER II Short-Term Possible Options

Our short-term possible options are currently being explored and are essentially our second-tier choices due to the feasibility of co-locating temporarily and using portables as the core strategy for facilities (previously, they are mentioned as auxiliary and secondary supports).

Short-term:
(1) Ilima Intermediate, (2) Portables on DOE Land; (3) Portables on Ewa Beach Community Park Land

1. Ilima Intermediate (Tier II, Short-Term)
Address: 91-884 Fort Weaver Rd., Ewa Beach, HI, 96706
Owner: City and County of Honolulu
Current Use: Ilima Intermediate School
Size: 57.0718 acres (includes Pohakea Elementary and Campbell High School land as well)
Headline Strategy: engage in strategic conversation and partnership with principal Chris Bonilla, CAS Heidi Armstrong, and identify viable strategies for co-locate up to 300 students in existing buildings or additional portables, particularly on the mountain side of the campus (near parking lot and fields).

Facility Components*	Highly Feasible	Feasible	Less Feasible
Rent Affordability	✓		
Cost to Build	✓		
Growth Possibility			✓

	Highly Feasible	Feasible	Less Feasible
Proximity to Target Pop.	✓		
Need for Renovation		✓	
Ability to Renovate		✓	
Readiness for Students	✓		
Size/Capacity		✓	
Amenities		✓	

2. Portables on DOE Land (Tier II, Short-Term)

Address: 91-750 Fort Weaver Campbell Rd. (overall DOE parcel cited above; 57+ acres)
Owner: City and County of Honolulu
Current Use: Ilima Intermediate School; Pohakea Elementary; Campbell High School
Size: 57.0718 acres (includes Pohakea Elementary and Campbell High School land as well)
Headline Strategy: engage in strategic conversation and partnership with Ilima principal Chris Bonilla, Pohakea principal Wong, Campbell High principal Lee, and CAS Heidi Armstrong; and collectively identify viable strategies for co-locating up to 300 students in portables on vacant parcels of the 57+ acres.

Facility Components*	Highly Feasible	Feasible	Less Feasible
Rent Affordability	✓		
Debt Service	✓		
Growth Possibility			✓
Proximity to Target Pop.	✓		
Need for Renovation		✓	

Ability to Renovate		✓	
Readiness for Students	✓		
Size/Capacity		✓	
Amenities			✓

3. Portables on Ewa Beach Community Park Land (Tier II, Short-Term)
Address: 91-955 North Road, Ewa Beach, HI, 96706
Owner: City and County of Honolulu
Current Use: community center, storage
Size:13.1721 acres (573,776 sq. ft.)
Headline Strategy: partner with City and County to develop zoning plan for where to strategically cluster portables, engage Army (Ilima Intermediate portable builder) and other portable manufacturers (Pohakea builder) to plot out park footprint

Facility Components*	Highly Feasible	Feasible	Less Feasible
Rent Affordability	✓		
Growth Possibility			✓
Proximity to Target Pop.	✓		
Need for Renovation		✓	
Ability to Renovate		✓	
Readiness for Students	✓		
Size/Capacity		✓	
Amenities			✓

TIER II Long-Term Possible Options

Our longer-term, tier-two option include similar strategies as our first-tier strategies - university partnership and co-location, land development, city and county partnership - however they are not as feasible due to relationship, proximity, and size. They are, however, possible options, which is why they are considered in our analysis.

Long-term:
(1) Tokai International College; (2) Puʻuloa Playground; (3) Gentry, Haseko Parcels

(Please note, feasibility maps are primarily feasible and less feasible therefore not adding differentiation value to this analysis; additional research and strategic partnerships would be needed to explore these tier-two longer-term options)

1. Tokai International College (Tier II, Long-Term)
Address: 91-971 Farrington Highway, Kapolei, HI 96707
Owner: Gakko Hojin Tokai Diagaku
Current Use: international college
Size: 6.594 acres (287,235 sq. ft.)
Headline Strategy: co-locate and build on current and/or acquired land (from UH West Oʻahu); similar strategy to UH West Oʻahu via Tokai partnership

2. Puʻuloa Playground (Tier II, Long-Term)
Address: 91-1020 Ahona St, Ewa Beach, HI, 96706
Owner: City & County of Honolulu
Current Use: recreation
Size: 4.3459 acres (189,306 sq. ft.)
Headline Strategy: similar to Ewa Beach Community Park strategy, we would explore renting and co-development opportunities with the city and county on part of the park to build an educational facility.

3. Gentry, Haseko Parcels (Tier II, Long-Term)
Addresses: undisclosed
Owners: Gentry, Haseko
Current Use: N/A
Current Size: N/A

Headline Strategy: our team has been involved in discussions with regional developers and individuals close to the development of the region; we will continue investigating the potential for land to be gift, sold at cost, or rented from various developers in order to partner to assist with the easing the impact their developments are putting on existing school infrastructure.

TIER III Short- and Long-term Less Likely Options

These options will need additional due diligence, analysis, and consideration. This inclusion is primarily to show the range of land and facility options that have been considered as of February 2016. We will continue to investigate viable short- and long-term land and facility options for house our educational program.

Short-term (Tier III, Short-Term)
1. UH West Oʻahu
2. Tokai International College
3. Kroc Center
4. Aloha Community Church
5. Ewa Beach Baptist Church
6. Ewa Beach Church of Nazarene
7. Our Lady of Perpetual Help Church

Long-term (Tier III, Long-Term)
(1) 91-1309 Roosevelt Ave, Kapolei

Please see attached City and County of Honolulu Owner and Parcel Information documents for additional information.

CITY AND COUNTY OF HONOLULU

DEPARTMENT OF BUDGET AND FISCAL SERVICES
REAL PROPERTY ASSESSMENT DIVISION

Previous Parcel	**Next Parcel**	**Return to Main Search Page**	**Honolulu Home**	**Real Property Home**

Owner and Parcel Information Print Owner Info

Parcel Number	910010100000	Data current as of	January 11, 2016
Owner Name	CITY AND COUNTY OF HONOLULU Fee Owner	Project Name	
Location Address	91-955 NORTH RD EWA BCH	Plat Map	Plat Map PDF
Property Class	RESIDENTIAL	Parcel Map	GIS Parcel Map
Land Area (approximate sq ft)	573,776	Legal Information	
Land Area (acres)	13.1721		

Any ownership changes after assessment date of October 1 will be reflected on website after assessment roll certification on or after January 31.

Assessment Information   Show Historical Assessments Print Assessment Info

Assessment Year	Property Class	Assessed Land Value	Dedicated Use Value	Land Exemption	Net Taxable Land Value	Assessed Building Value	Building Exemption	Net Taxable Building Value	Total Property Assessed Value	Total Property Exemption	Total Net Taxable Value
2016	RESIDENTIAL	$ 9,714,800	$ 0	$ 9,714,800	$ 0	$ 107,700	$ 107,700	$ 0	$ 9,822,500	$ 9,822,500	$ 0

Appeal Information Print Appeal Info

No appeal information on parcel.

Land Information Print Land

Property Class	Square Footage	Acreage	Agricultural Use Indicator
RESIDENTIAL	573,776	13.1721	

Improvement Information

No improvement information available for this parcel.

Other Building and Yard Improvements

Description	Quantity	Year Built	Area
No information associated with this parcel.			

Permit Information   Department of Planning and Permitting (DPP)

Date	Permit Number	Reason	Permit Amount
02/08/2006	0004587	FIRE DAMAGE	$ 100
08/13/1999	435082		$ 950,000
07/15/1994	354823		$ 62,000
07/01/1993	337688		$ 100,000
03/02/1988	250904		$ 220,000

Sales Information Print Sales Info

Sale Date	Sale Amount	Instrument #	Instrument Type	Instrument Description	Date of Recording	Land Court Document Number	Cert #	Book/Page
No sales information associated with this parcel.								

Current Tax Bill Information   2015 Tax Payments   Show Historical Taxes   Treasury Division   Current Bill

Tax Period	Description	Original Due Date	Taxes Assessment	Tax Credits	Net Tax	Penalty	Interest	Other	Amount Due
									$ 0.00

DreamHouse Ewa Beach   **Attachment U - 46** 1/2

Ewa Beach Community Park Center (91-955 North Road, Ewa Beach, HI, 96706) Map			
Parcel: 910010100000 Acres: 13.1721			
Name:	CITY AND COUNTY OF HONOLULU	Land Value:	794900
Site:	91-955 NORTH RD EWA BCH	Building Value:	107700
Sale:		Exempt Value:	902600
	,	Taxable Value:	0
Mail:			

*Honolulu County makes every effort to produce the most accurate information possible. No warranties, expressed or implied, are provided for the data herein, its use or interpretation. The assessment information is from the last certified taxroll. All data is subject to change before the next certified taxroll. The 'parcels' layer is intended to be used for visual purposes only and should not be used for boundary interpretations or other spatial analysis beyond the limitations of the data. The 'parcels' data layer does not contain metes and bounds described accuracy therefore, please use caution when viewing this data. Overlaying this layer with other data layers that may not have used this layer as a base may not produce precise results. GPS and imagery data will not overlay exactly.

POR. PUULOA, EWA, OAHU

SUBJECT TO CHANGE

Google Maps

91 N Rd

Ewa Beach Community Park Center / 573, 776 Sq. Ft. Parcel (13.1721 acre) / Property: $9,714,800 / Building: $107,700 / Owner: City & County of Honolulu

Image capture: Aug 2011   © 2016 Google

Ewa Beach, Hawaii

Street View - Aug 2011
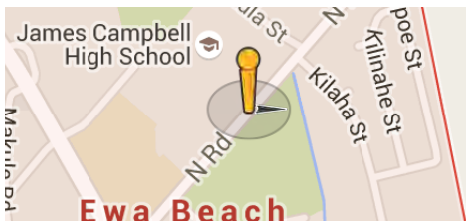
DreamHouse Ewa Beach   **Attachment U - 49**

Google Maps   Ewa Beach, HI

Imagery ©2016 Google, Map data ©2016 Google   100 ft

CITY AND COUNTY OF HONOLULU
DEPARTMENT OF BUDGET AND FISCAL SERVICES
REAL PROPERTY ASSESSMENT DIVISION

Previous Parcel	Next Parcel	Return to Main Search Page	Honolulu Home	Real Property Home

Owner and Parcel Information Print Owner Info

Parcel Number	910090370000	Data current as of	January 11, 2016
Owner Name	EWA BEACH UNITED METHODIST Fee Owner	Project Name	
Location Address	91-660 POHAKUPUNA RD	Plat Map	Plat Map PDF
Property Class	RESIDENTIAL	Parcel Map	GIS Parcel Map
Land Area (approximate sq ft)	90,431	Legal Information	
Land Area (acres)	2.076		

Any ownership changes after assessment date of October 1 will be reflected on website after assessment roll certification on or after January 31.

Assessment Information   Show Historical Assessments   Print Assessment Info

Assessment Year	Property Class	Assessed Land Value	Dedicated Use Value	Land Exemption	Net Taxable Land Value	Assessed Building Value	Building Exemption	Net Taxable Building Value	Total Property Assessed Value	Total Property Exemption	Total Net Taxable Value
2016	RESIDENTIAL	$ 1,739,600	$ 0	$ 1,739,600	$ 0	$ 101,300	$ 101,300	$ 0	$ 1,840,900	$ 1,840,900	$ 0

Appeal Information Print Appeal Info

No appeal information on parcel.

Land Information Print Land

Property Class	Square Footage	Acreage	Agricultural Use Indicator
RESIDENTIAL	90,431	2.076	

Improvement Information

No improvement information available for this parcel.

Other Building and Yard Improvements

Description	Quantity	Year Built	Area
No information associated with this parcel.			

Permit Information   Department of Planning and Permitting (DPP)

Date	Permit Number	Reason	Permit Amount
11/02/2000	514787	DEMOLITION	$ 2,600
04/18/1978	99508		$ 4,000
12/11/1964	3939		$ 15,000

Sales Information Print Sales Info

Sale Date	Sale Amount	Instrument #	Instrument Type	Instrument Description	Date of Recording	Land Court Document Number	Cert #	Book/Page
No sales information associated with this parcel.								

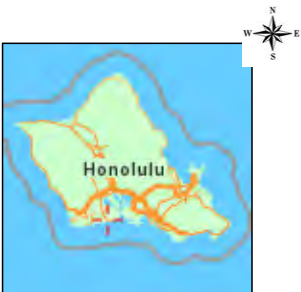### Current Tax Bill Information   2015 Tax Payments   Show Historical Taxes   Treasury Division   Current Bill

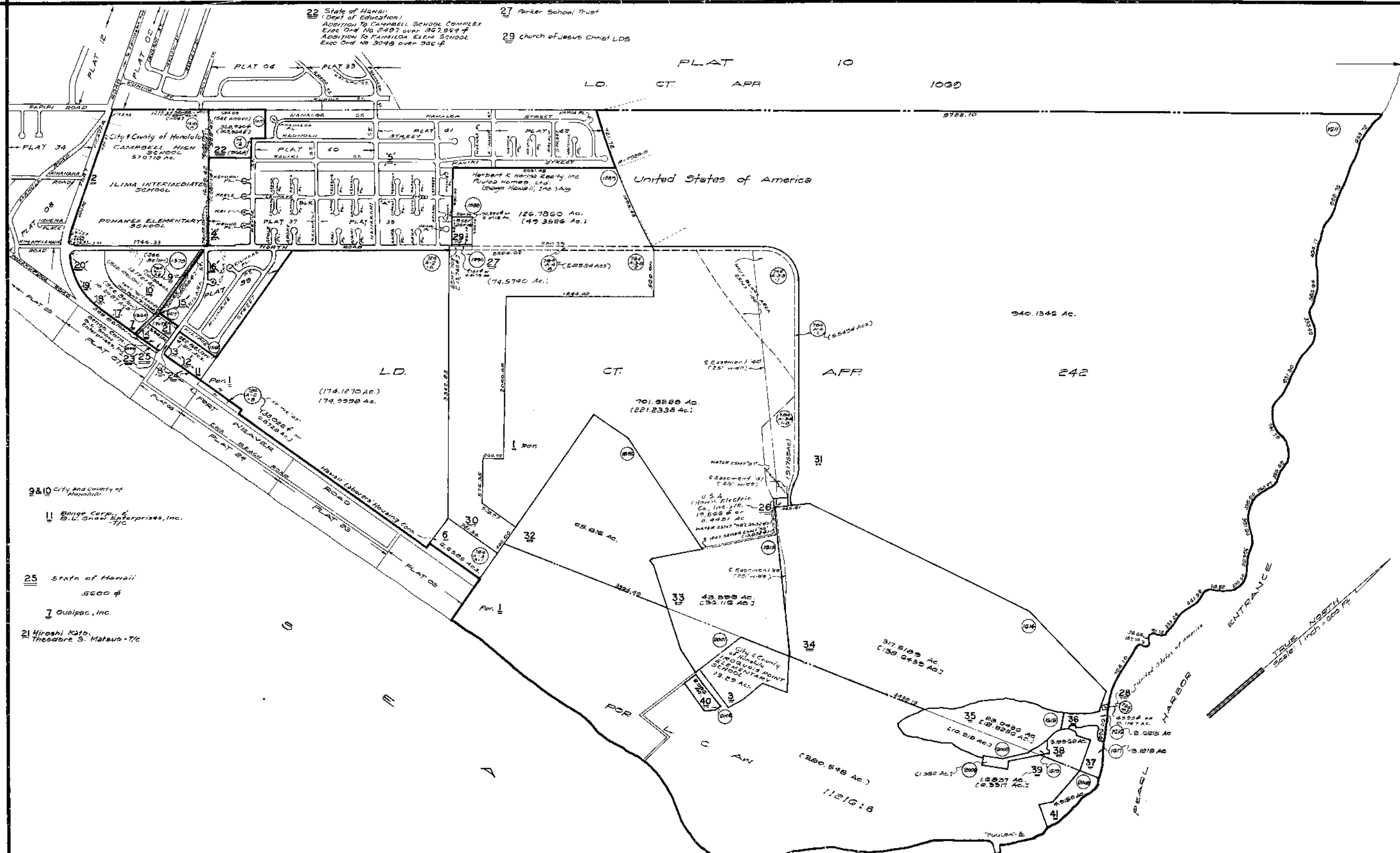| Tax Period	Description	Original Due Date	Taxes Assessment	Tax Credits	Net Tax	Penalty	Interest	Other	Amount Due
2015-2	Property Tax	02/22/2016	$ 150.00	$ 0.00	$ 150.00	$ 0.00	$ 0.00	$ 0.00	$ 150.00
									$ 150.00

Tax bill is computed to 01/31/2016   Or pay online at www.hnlpay.com   Other Payment Options Click Here

DreamHouse Ewa Beach   **Attachment U - 51** 1/2

Parcel labels on map:
911331220000
911331230000
910090370000
910280400000

Scale bar: 0 — 290 — 580 — 870 — 1160 ft

Ewa Beach United Methodist Church (91-660 Pohakupuna Rd., Ewa Beach, HI, 96706)

Parcel: 910090370000 Acres: 2.076

Name:	EWA BEACH UNITED METHODIST	Land Value:	527200
Site:	91-660 POHAKUPUNA RD	Building Value:	101300
Sale:		Exempt Value:	628500
Mail:	91-660 POHAKUPUNA RD EWA BEACH, HI 96706	Taxable Value:	0

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Date printed: 01/14/16 20:32:55

PLAT 36

PLAT 35

PLAT 34

KOALIPEHU ST.

OAMA ST.

MAKAONAONA ST.

PAALOHA ST.

HAILIPO ST.

AIKANAKA ROAD

OAMA PL.

Ewa Beach United Methodist Church

POHAKUPUNA

MUUMUU PLACE

POLOULA PLACE

IHIPEHU STREET

ROAD

PLAT 27

PLAT 28

PLAT 25

TRUE NORTH
Scale : 1 IN. = 60 FT.

Note: Parcels:
2, 4, & 28 Owned by State Savings & Loan Assn.
unless otherwise noted.

NOTE: Parcels 95 to 112 owned by Tsukasa Sato unless otherwise noted.

NOTE: Parcels 25, 28 to 36, incl., owned by Robert U. Mitsuyasu Co. Inc. unless otherwise noted.

Dropped parcels 38 to 94 incl. not to be used.

DROPPED PARCELS: 23, 27, 24,

FOR REAL PROPERTY TAXATION PURPOSES
SUBJECT TO CHANGE

POR. PUULOA, EWA, OAHU, LD. CT. APP. 242 (AMENDED).

DWG. NO. 1705 (REVISED)
SOURCE: LD. CT. APP. 242 (AMENDED)
BY: J.L.S.   DATE: JANUARY 3, 1961

DEPARTMENT OF TAXATION
TAXATION MAPS BUREAU
STATE OF HAWAII
TAX MAP
FIRST TAXATION DIVISION

ZONE	SEC.	PLAT
9	1	09

SCALE: 1 IN. = 60 FT.

Attachment U - 53

Google Maps

91 Pohakupuna Rd

Current Church (2) / 90,431 Sq. Ft. Parcel (2.076 acre) / Property: $1,739,600 / Building: $101,300 / Owner: Ewa Beach United Methodist

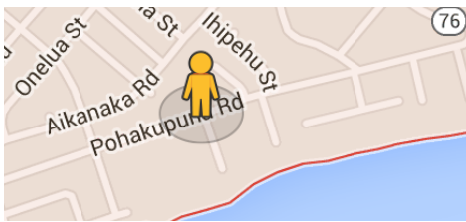Image capture: Jun 2011   © 2016 Google

Ewa Beach, Hawaii

Street View - Jun 2011

Imagery ©2016 Google, Map data ©2016 Google   50 ft

CITY AND COUNTY OF HONOLULU
DEPARTMENT OF BUDGET AND FISCAL SERVICES
REAL PROPERTY ASSESSMENT DIVISION

Previous Parcel	Next Parcel	Return to Main Search Page	Honolulu Home	Real Property Home

Owner and Parcel Information Print Owner Info			
Parcel Number	910250550000	Data current as of	January 11, 2016
Owner Name	CITY AND COUNTY OF HONOLULU Fee Owner	Project Name	
Location Address	91-832 POHAKUPUNA RD	Plat Map	Plat Map PDF
Property Class	RESIDENTIAL	Parcel Map	GIS Parcel Map
Land Area (approximate sq ft)	15,000	Legal Information	
Land Area (acres)	0.3444		

Any ownership changes after assessment date of October 1 will be reflected on website after assessment roll certification on or after January 31.

Assessment Information		Show Historical Assessments	Print Assessment Info							
Assessment Year	Property Class	Assessed Land Value	Dedicated Use Value	Land Exemption	Net Taxable Land Value	Assessed Building Value	Building Exemption	Net Taxable Building Value	Total Property Assessed Value	Total Property Exemption	Total Net Taxable Value
2016	RESIDENTIAL	$ 222,800	$ 0	$ 222,800	$ 0	$ 70,200	$ 70,200	$ 0	$ 293,000	$ 293,000	$ 0

Appeal Information Print Appeal Info
No appeal information on parcel.

Land Information Print Land			
Property Class	Square Footage	Acreage	Agricultural Use Indicator
RESIDENTIAL	15,000	0.3444	

Improvement Information
No improvement information available for this parcel.

Other Building and Yard Improvements			
Description	Quantity	Year Built	Area
No information associated with this parcel.			

Permit Information	Department of Planning and Permitting (DPP)		
Date	Permit Number	Reason	Permit Amount
05/16/2003	548956	PLUMBING	$ 1,001
04/12/2001	520307	ELECTRICAL	$ 5,500
08/09/1993	339584		$ 19,516
06/06/1989	270395		$ 5,100

Sales Information Print Sales Info							
Sale Date	Sale Amount	Instrument #	Instrument Type	Instrument Description	Date of Recording	Land Court Document Number	Cert #	Book/Page
No sales information associated with this parcel.							

Current Tax Bill Information	2015 Tax Payments	Show Historical Taxes	Treasury Division	Current Bill				
Tax Period	Description	Original Due Date	Taxes Assessment	Tax Credits	Net Tax	Penalty	Interest	Other	Amount Due
									$ 0.00

DreamHouse Ewa Beach   **Attachment U - 56** 1/2

3. Ewa Beach Old Fire Dept. (91-832 Pohakupuna Rd., Ewa Beach, HI, 96706)				
Parcel: 910250550000 Acres: 0.3444				
Name:	CITY AND COUNTY OF HONOLULU	Land Value:		198500
Site:	91-832 POHAKUPUNA RD	Building Value:		70200
Sale:		Exempt Value:		268700
Mail:	,	Taxable Value:		0

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PLAT 01

PLAT 08

MAKULE ROAD

KIMOPELEKANE ROAD

California - Nevada - Hawaii District of the Lutheran Church - Missouri Synod

Hawaiian Telephone Company

FORT WEAVER ROAD

POHAKUPUNA ROAD

To Fort Weaver

PARISH DRIVE

ONEULA PLACE

PEEONE PLACE

SEA

PLAT 07

82 Lorna C. Igawa

37 William E. Kaleimahea, Sr. & wf Margaret M. - ½c (Andrew H. Gamenilla & wf Jill - ½c Robert Tatum & wf Janine D. - ½) ½s

PUULOA BEACH, EWA, OAHU.

SUBJECT TO CHANGE

Parcels Dropped: 18, 20, 27, 30, 24, 29, 31, 32, 33, 52, 66, 67.

PRINTED

Google Maps

91 Pohakupuna Rd

Old Fire Dept. / 13,000 Sq. Ft. Parcel (.3444 acre) / Property: $222,800 /
Building: $70,200 / Owner: City & County of Honolulu

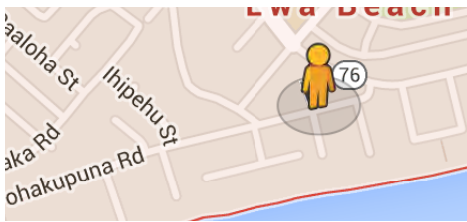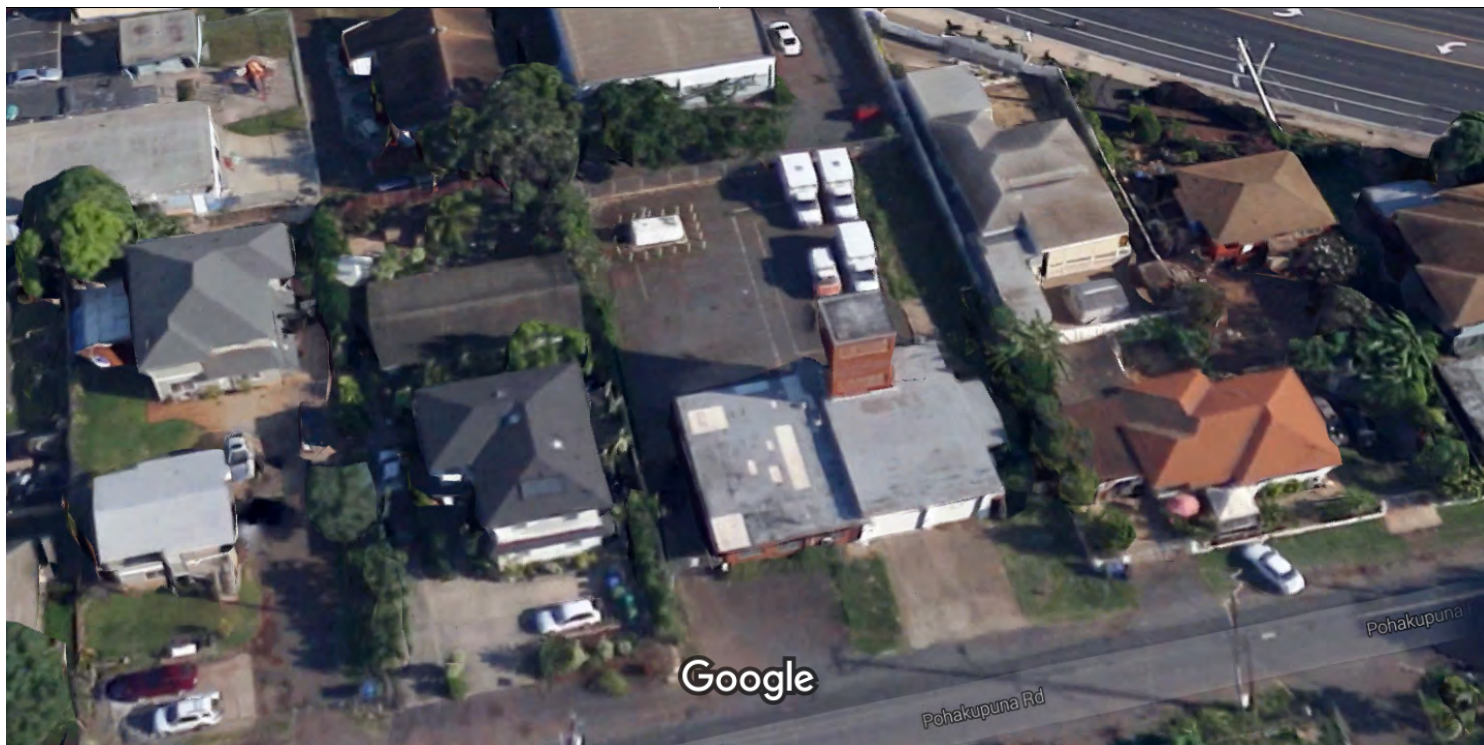Image capture: Jun 2011   © 2016 Google

Ewa Beach, Hawaii

Street View - Jun 2011

Google Maps   Ewa Beach, HI

Imagery ©2016 Google, Map data ©2016 Google   20 ft

CITY AND COUNTY OF HONOLULU
DEPARTMENT OF BUDGET AND FISCAL SERVICES
REAL PROPERTY ASSESSMENT DIVISION

Previous Parcel	**Next Parcel**	**Return to Main Search Page**	**Honolulu Home**	**Real Property Home**

Owner and Parcel Information **Print Owner Info**

Parcel Number	910280400000	**Data current as of**	January 11, 2016
Owner Name	PENSA NUWIND LLC Fee Owner	**Project Name**	
Location Address	91-603 POHAKUPUNA RD	**Plat Map**	Plat Map PDF
Property Class	RESIDENTIAL A	**Parcel Map**	GIS Parcel Map
Land Area (approximate sq ft)	119,522	**Legal Information**	
Land Area (acres)	2.7438	LOT 1420 LCAPP 242 MAP 190	

Any ownership changes after assessment date of October 1 will be reflected on website after assessment roll certification on or after January 31.

Assessment Information   **Show Historical Assessments** **Print Assessment Info**

Assessment Year	Property Class	Assessed Land Value	Dedicated Use Value	Land Exemption	Net Taxable Land Value	Assessed Building Value	Building Exemption	Net Taxable Building Value	Total Property Assessed Value	Total Property Exemption	Total Net Taxable Value
2016	RESIDENTIAL A	$ 2,219,600	$ 0	$ 0	$ 2,219,600	$ 0	$ 0	$ 0	$ 2,219,600	$ 0	$ 2,219,600

Appeal Information **Print Appeal Info**

No appeal information on parcel.

Land Information **Print Land**

Property Class	Square Footage	Acreage	Agricultural Use Indicator
RESIDENTIAL	119,522	2.7438	

Improvement Information

No improvement information available for this parcel.

Other Building and Yard Improvements

Description	Quantity	Year Built	Area
No information associated with this parcel.			

Permit Information   **Department of Planning and Permitting (DPP)**

Date	Permit Number	Reason	Permit Amount
05/13/2003	548733	OTHER WORK	$ 3,000

Sales Information **Print Sales Info**

Sale Date	Sale Amount	Instrument #	Instrument Type	Instrument Description	Date of Recording	Land Court Document Number	Cert #	Book/Page
04/16/2003	$ 1,300,000		FEE CONVEYANCE	Deed	04/22/2003	2918187	643108	
06/01/1986	$ 695,000		FEE CONVEYANCE					

Current Tax Bill Information   **2015 Tax Payments**   **Show Historical Taxes**   **Treasury Division**   **Current Bill**

Tax Period	Description	Original Due Date	Taxes Assessment	Tax Credits	Net Tax	Penalty	Interest	Other	Amount Due
2015-2	Property Tax	02/22/2016	$ 4,974.00	$ 0.00	$ 4,974.00	$ 0.00	$ 0.00	$ 0.00	$ 4,974.00
									$ 4,974.00

Tax bill is computed to 01/31/2016   Or pay online at www.hnlpay.com   Other Payment Options Click Here

911350810000

910090370000

910280400000

| 0 | 290 | 580 | 870 | 1160 ft |

sd			
Parcel: 910280400000 Acres: 2.7438			
Name:	PENSA NUWIND LLC	Land Value:	882100
Site:	91-603 POHAKUPUNA RD	Building Value:	58700
Sale:	$1300000 on 2003-04-16 Reason= Qual=	Exempt Value:	0
Mail:	1620 ALA MOANA BLVD #510 HONOLULU, HI 96815	Taxable Value:	940800

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AIKANAKA STREET

OAMA PL.

POLOULA PLACE

IHIPENU STREET

STREET

PLAT 36

PLAT 09

PLAT 08

PLAT 27

POHAKUPUNA ROAD

To Fort Weaver Road

HALIPO

Alii Aono Wahine Corp.

119,522 ±

Thomas Y.Y. Wong & wf. Madeline C. - T/E

Edmund Y. Terada & wf. Janet B. - T/E

Edward Cowell & wf. Berneva G. - T/E

Wallace T. Matsuyama & wf. Frances F. - J/T

Michael R. Bodo & wf. Virginia Y. - Ys.

Carl Y. Shimoda & wf. Helen M. - T/E

Vernon J. Kilborn & wf. Mabel T/E

Takeshi Tsuda & wf. Yachiyo

Takeshi Nakamo & wf. Tsuruyo-J/T

Albert Angar & wf. Sally J/T

Jacob P. Akana & wf. Helen F. - J/T

Donald R. Fortney

Juan Canada & wf. Sarah C. - T/E

Kim Ten Fong & wf. Gertrude - T/E

Robert H. Ouchi & wf. Yukie - T/E

Kichiro Sugimoto & wf. Nobuko - J/T Amy U. Sugimoto - adm.

Ralph N. Broehm & wf. Edythe B.R. - T/E

James T. Yoshii & wf. Shizuko - T/E

Alfred Palmeira & wf. Mary - T/E

Ralph I. Palmeira Tad Takeoka

Tsuneo Nakamura & wf. Ayako

Enrico C. Aroc & wf. Angelica O.

Harold H. & Tres & wf. Lemada D. - T/E

Tamatsu Fukuoka & Michiko Fukuoka J/T

Toshie Yamashige & Richard I. Yamashige J/T

Mike Bombik & wf. Mary S. - T/E

Fumio Asato

Alfred Palmeira & wf. Jane-T/E

Ida Sui Fook Tom

Kiyoshi Sakamoto & Kiyoko Sakamoto

Toshio M. Matsuyama & wf. Sally T. J/T

Masaru Sugai & wf. Evelyn S.

Wesley Y. Higashi & wf. Jean H. - T/E

Edwin K.K. Ichiyama & wf. Florence F. - T/E

Masaki Tabusa & wf. Ayako - J/T

Yosukazu Matsuyama

Paul A.C. Ho & wf. Lillian E.L. - T/E

David M. Cayetano & wf. Felipa K. J/T

Toyokuni Yoshii & wf. Shizuko - T/E

Ben Palmeira & wf. Haruyo T/E

Boundary follows along highwater mark

MUUMUU PLACE

Ben Palmeira & wf. Haruyo - T/E

PLAT 25

PLAT 26

S E A

5,64,63 Joseph T. Montalto & wf. Margaret F. Judith A. Montalto - J/T

Parcels Dropped: 12, 68, in road, 41, 42,

PUPU ST.

POR. PUULOA, EWA, OAHU (Por. Ld. Ct. App. 242)

SUBJECT TO CHANGE

Dwg. No.: 3807
Source: Ld. Ct. App. 242 maps. 14, 58, 59 & TMB
By: H.N. & P.Y.T. Date: Dec. 1948

TAXATION MAPS BUREAU
TERRITORY OF HAWAII
TAX MAP

FIRST		DIVISION
ZONE	SEC.	PLAT
9	1	28

CONTAINING PARCELS
SCALE: 1 IN. = 60 FT.

Google Maps

91 Pohakupuna Rd
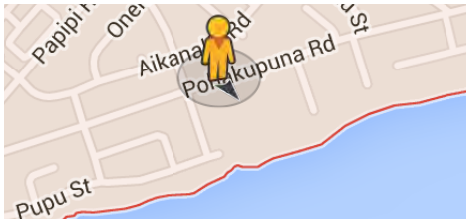
Undeveloped Lan / 119, 522 Sq. Ft. Parcel (2.7438 acre) / Property: $2,219,600 / Building: $0 / Owner: Pensa Nuwind LLC

Image capture: Jun 2011   © 2016 Google

Ewa Beach, Hawaii

Street View - Jun 2011

Google Maps   Ewa Beach, HI

Imagery ©2016 Google, Map data ©2016 Google   100 ft

DreamHouse Ewa Beach   **Attachment C - 65**

CITY AND COUNTY OF HONOLULU
DEPARTMENT OF BUDGET AND FISCAL SERVICES
REAL PROPERTY ASSESSMENT DIVISION

Previous Parcel	**Next Parcel**	**Return to Main Search Page**	**Honolulu Home**	**Real Property Home**

Owner and Parcel Information Print Owner Info

Parcel Number	910162200000	**Data current as of**	January 11, 2016
Owner Name	UNIVERSITY OF HAWAII Fee Owner	**Project Name**	
Location Address		**Plat Map**	Plat Map PDF
Property Class	COMMERCIAL	**Parcel Map**	GIS Parcel Map
Land Area (approximate sq ft)	8,388,001	**Legal Information**	
Land Area (acres)	192.562	LOT 19597 192.562 AC MAP 1556 LCAPP 1069	

Any ownership changes after assessment date of October 1 will be reflected on website after assessment roll certification on or after January 31.

Assessment Information   Show Historical Assessments Print Assessment Info

Assessment Year	Property Class	Assessed Land Value	Dedicated Use Value	Land Exemption	Net Taxable Land Value	Assessed Building Value	Building Exemption	Net Taxable Building Value	Total Property Assessed Value	Total Property Exemption	Total Net Taxable Value
2016	COMMERCIAL	$ 193,762,800	$ 0	$ 193,762,800	$ 0	$ 51,584,400	$ 0	$ 51,584,400	$ 245,347,200	$ 193,762,800	$ 51,584,400

Appeal Information Print Appeal Info

No appeal information on parcel.

Land Information Print Land

Property Class	Square Footage	Acreage	Agricultural Use Indicator
COMMERCIAL	8,388,001	192.562	

Commercial Improvement Information

Property Class	Building Card	Building Number	Improvement Name	Identical Units	Units	Structure Type	Year Built	Effective Year Built	Gross Building Description	Sketch
	1	1	LIBRARY	0	0	COMMERCIAL C-4 (MAS)	2012	2012		**NA**

Commercial Building Sections

Card	Section	Level From	Level To	Area	Perimeter	Usage	Wall Height	Exterior Wall	Frame Type
1		1	2	30,032	1040	SCHOOL	12	MASONRY	MASONRY

Property Class	Building Card	Building Number	Improvement Name	Identical Units	Units	Structure Type	Year Built	Effective Year Built	Gross Building Description	Sketch
	2	1	ADMIN BLDG	0	0	COMMERCIAL C-4 (MAS)	2012	2012		**NA**

Commercial Building Sections

Card	Section	Level From	Level To	Area	Perimeter	Usage	Wall Height	Exterior Wall	Frame Type
2		1	2	15,717	420	SCHOOL	12	MASONRY	MASONRY

Property Class	Building Card	Building Number	Improvement Name	Identical Units	Units	Structure Type	Year Built	Effective Year Built	Gross Building Description	Sketch
	3	1	CAMPUS CENTER	0	0	COMMERCIAL C-4 (MAS)	2012	2012		**NA**

Commercial Building Sections

Card	Section	Level From	Level To	Area	Perimeter	Usage	Wall Height	Exterior Wall	Frame Type
3		1	2	31,734	950	SCHOOL	12	MASONRY	MASONRY

Property Class	Building Card	Building Number	Improvement Name	Identical Units	Units	Structure Type	Year Built	Effective Year Built	Gross Building Description	Sketch
	4	1	LABS BLDG	0	0	COMMERCIAL C-4 (MAS)	2012	2012		**NA**

Commercial Building Sections

DreamHouse Ewa Beach   **Attachment U - 66** ^{1/2}

Card	Section	Level From	Level To	Area	Perimeter	Usage	Wall Height	Exterior Wall	Frame Type
4		1	2	20,899	775	SCHOOL	12	MASONRY	MASONRY

Property Class	Building Card	Building Number	Improvement Name	Identical Units	Units	Structure Type	Year Built	Effective Year Built	Gross Building Description	Sketch
	5	1	CLASSROOMS	0	0	COMMERCIAL C-4 (MAS)	2012	2012		**NA**

Commercial Building Sections

Card	Section	Level From	Level To	Area	Perimeter	Usage	Wall Height	Exterior Wall	Frame Type
5		1	2	20,568	775	SCHOOL	12	MASONRY	MASONRY

Other Building and Yard Improvements			
Description	**Quantity**	**Year Built**	**Area**
No information associated with this parcel.			

Permit Information	Department of Planning and Permitting (DPP)		
Date	**Permit Number**	**Reason**	**Permit Amount**
07/14/2015	769708	ELECTRICAL	$ 150,000
09/27/2013	733676	PLUMBING	$ 1,000,000
09/24/2013	733309	ELECTRICAL	$ 1,500
10/08/2012	704757	ALTERATION	$ 3,000
07/16/2012	697094	NEW BUILDING	$ 5,700,000
07/16/2012	697091	NEW BUILDING	$ 3,250,000
07/16/2012	697090	NEW BUILDING	$ 7,200,000
06/18/2012	694452	NEW BUILDING	$ 9,000,000
06/18/2012	694448	NEW BUILDING	$ 8,000,000
06/18/2012	694447	RETAINING WALL	$ 3,000,000
06/15/2012	694415	NEW BUILDING	$ 3,000,000
01/05/2011	666017	FOUNDATION ONLY	$ 300,000
01/05/2011	666016	FOUNDATION ONLY	$ 800,000
10/07/2010	662161	FOUNDATION ONLY	$ 800,000
10/07/2010	662160	FOUNDATION ONLY	$ 300,000
10/07/2010	662158	FOUNDATION ONLY	$ 900,000

Sales Information		Print Sales Info						
Sale Date	**Sale Amount**	**Instrument #**	**Instrument Type**	**Instrument Description**	**Date of Recording**	**Land Court Document Number**	**Cert #**	**Book/Page**
09/26/2012			FEE CONVEYANCE	Route Slip	09/26/2012			
02/28/2012			FEE CONVEYANCE	Grant of easement	03/09/2012	T8103375	628374	

Current Tax Bill Information		2016 Tax Payments	Show Historical Taxes		Treasury Division	Current Bill		
Tax Period	**Description**	**Original Due Date**	**Taxes Assessment**	**Tax Credits**	**Net Tax**	**Penalty**	**Interest**	**Other**	**Amount Due**
									$ 0.00
No Tax Information available on this parcel.									

Previous Parcel	**Next Parcel**	**Return to Main Search Page**	**Honolulu Home**	**Real Property Home**

The Honolulu Tax Assessor's Office makes every effort to produce the most accurate information possible. No warranties, expressed or implied, are provided for the data herein, its use or interpretation. Website Updated: January 11, 2016
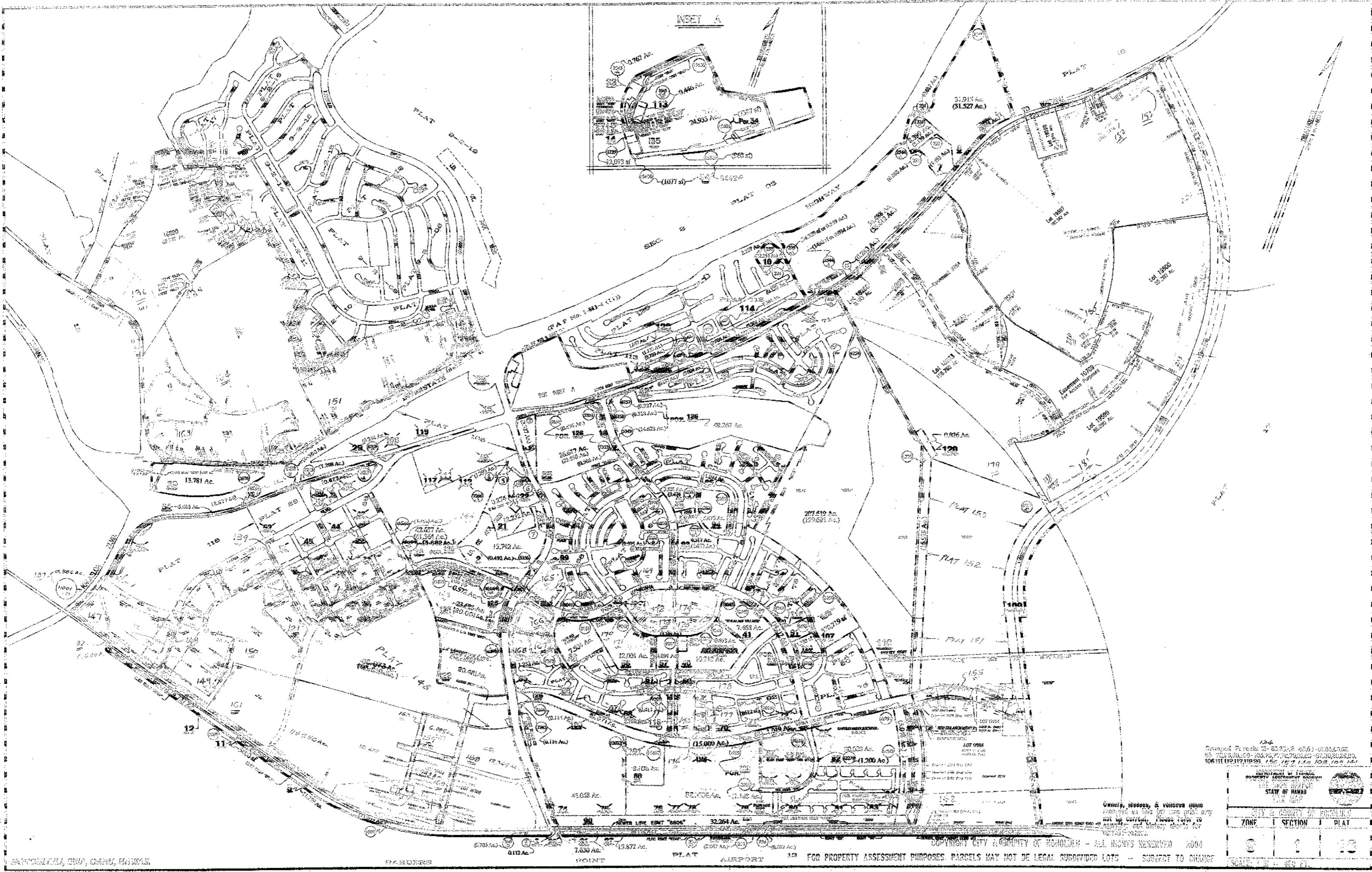
2			
Parcel: 910162200000 Acres: 192.562			
Name:	UNIVERSITY OF HAWAII	Land Value:	11746300
Site:		Building Value:	0
Sale:		Exempt Value:	11746300
Mail:	> '	Taxable Value:	0

*Honolulu County makes every effort to produce the most accurate information possible. No warranties, expressed or implied, are provided for the data herein, its use or interpretation. The assessment information is from the last certified taxroll. All data is subject to change before the next certified taxroll. The 'parcels' layer is intended to be used for visual purposes only and should not be used for boundary interpretations or other spatial analysis beyond the limitations of the data. The 'parcels' data layer does not contain metes and bounds described accuracy therefore, please use caution when viewing this data. Overlaying this layer with other data layers that may not have used this layer as a base may not produce precise results. GPS and imagery data will not overlay exactly.
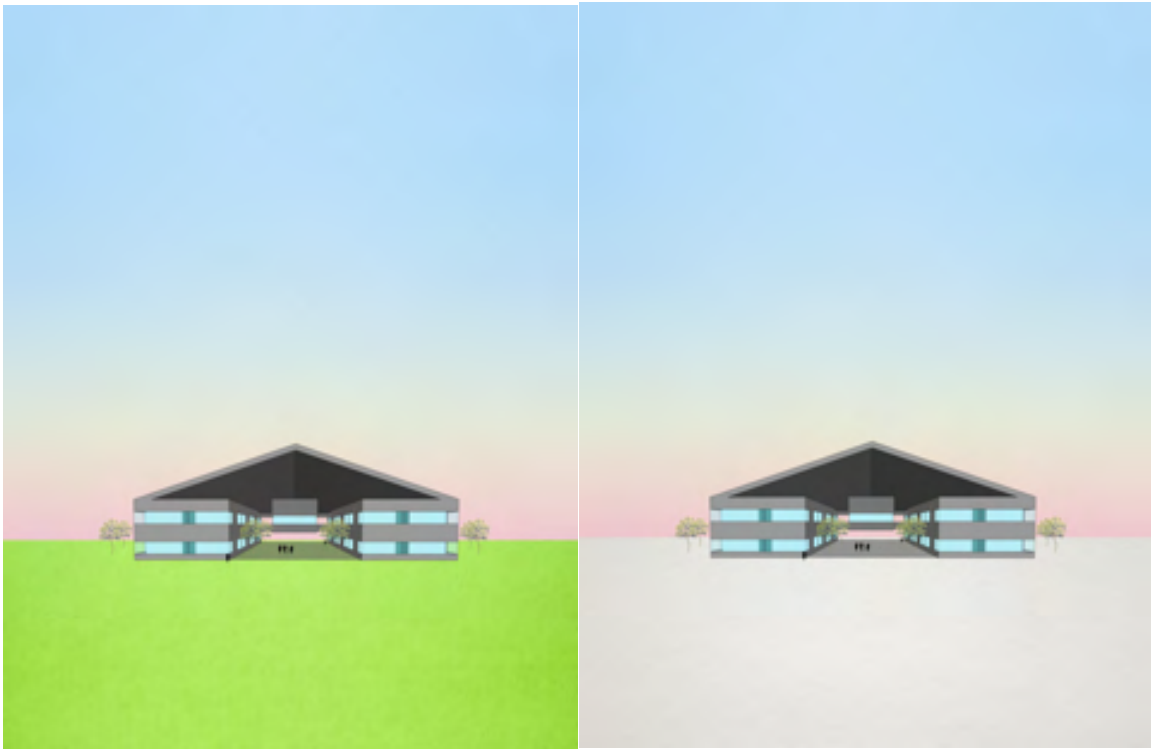
DreamHouse Ewa Beach

Google Maps   University of Hawaiʻi - West Oʻahu

Imagery ©2016 Google, Map data ©2016 Google   500 ft

Pohakupuna Site Renderings – below are two renderings that were completed in order to imagine a 700-student, long-term facility on the empty lot at 91-603 Pohakupuna Rd.

Not Applicable; DreamHouse Ewa Beach is a start-up school.

BYLAWS
OF
DREAMHOUSE, INC.

ARTICLE 1
OFFICES AND AGENT

Section 1.1 **Registered Agent.** The Corporation shall continuously maintain in the State of Hawaii a registered agent as required by law.

Section 1.2 **Principal and Other Offices.** The principal office of the Corporation, being the office designated from time to time in the annual report where the principal offices of the Corporation are located, and other offices of the Corporation, if any, may be located at any place in or out of the State of Hawaii as the board of directors may designate or as the purposes of the Corporation may require.

ARTICLE 2
DIRECTORS

Section 2.1 **Authority of Board of Directors.** All corporate powers shall be exercised by or under the authority of its board of directors including the management of the Corporation's affairs.

Section 2.2 **Qualifications and Number of Directors.** All directors shall be individuals. The board of directors shall consist of no fewer than three (3) individuals.

Section 2.3 **Appointment.** Except for the initial directors, all the directors shall be appointed by the board of directors.

Section 2.4 **Term of Office.** Except for the initial directors, the term of each director shall be one (1) year. Despite the expiration of a director's term, the director continues to serve until the director's successor is named or until there is a decrease in the number of directors. A decrease in the number of directors or term of office does not shorten an incumbent director's term. The term of a director filling a vacancy in the office of a director expires at the end of the unexpired term that the director is filling.

Section 2.5 **Resignation of Directors.** A director may resign at any time by delivering written notice to the board of directors, the chair of the board, the president, or the secretary. Unless the notice specifies a later effective date, the resignation is effective at the earliest of the following: when the notice is received; five (5) days after its deposit with the U.S. Postal Service as evidenced by the postmark, provided the notice is correctly addressed with first class postage; on the date shown on the return receipt, if sent by registered or certified mail, return receipt requested and the receipt is signed by or on behalf of the addressee; or thirty (30) days after its deposit with the U.S. Postal Service as evidenced by the postmark, if correctly addressed but with other than first class, registered, or certified postage. If a resignation is made effective at a later date, the board of directors may fill the pending vacancy before the effective

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date if the board of directors provides that the successor does not take office until the effective date.

Section 2.6   **Removal of Directors.** A director may be removed with or without cause only by a two-thirds (2/3) vote of the board of directors at any regular or special meeting.

Section 2.7   **Vacancy on Board.**   If a vacancy occurs on the board of directors, including a vacancy resulting from an increase in the number of directors, the board of directors may fill the vacancy. If the directors remaining in office constitute fewer than a quorum, the board of directors may fill the vacancy by the affirmative vote of a majority of all the directors remaining in office. A vacancy that will occur at a specific later date (by reason of a resignation effective at a later date or otherwise) may be filled before the vacancy occurs but the new director may not take office until the vacancy occurs.

Section 2.8   **Compensation of Directors.** Directors shall serve without remuneration. The board of directors may provide for reimbursement of all or part of directors' reasonable expenses incurred in the performance of corporate duties. For the purpose of this section 2.8, remuneration does not include payment of reasonable expenses and indemnification or insurance for actions as a director.

Section 2.9   **Meetings of the Board of Directors.** A regular meeting of the board of directors shall be held without notice other than this bylaw for the purpose of appointing officers and transacting such other business as may come before the meeting. The board of directors may hold other regular meetings or special meetings in or out of the State of Hawaii. The board of directors may permit any or all directors to participate in a regular or special meeting by, or conduct the meeting through the use of, any means of communication by which all directors participating may simultaneously hear each other during the meeting. A director participating in a meeting by this means is deemed to be present in person at the meeting.

Section 2.10   **Action Without a Meeting.** Action required or permitted to be taken at a board of directors' meeting may be taken without a meeting if the action is taken by all directors. The action must be evidenced by one or more written consents describing the action taken, signed by each director, and included in the minutes filed with the corporate records reflecting the action taken. Action taken by unanimous written consent of the directors is effective when the last director signs the consent, unless the consent specifies a different effective date. An unanimous written consent as described above has the effect of a meeting vote and may be described as such in any document.

Section 2.11   **Call and Notice of Meetings.** Regular meetings of the board of directors may be held without notice of the date, time, place, or purpose of the meeting. Special meetings of the board of directors must be preceded by at least two (2) days' notice of the date, time, and place of the meeting. The notice need not describe the purpose of the special meeting. Any board action to approve a sale, pledge or transfer of all or substantially all of the assets of the Corporation; or approve a plan of merger, conversion, or dissolution shall not be valid, unless each director is given at least seven (7) days written notice that the matter will be voted upon at a board of directors' meeting, unless notice is waived pursuant to section 2.12 of these bylaws.

The chair of the board, the president, or twenty percent (20%) of the directors then in office may call and give notice of a meeting of the board of directors.

Section 2.12 **Waiver of Notice.** A director may waive any required notice before or after the date and time stated in the notice. The waiver shall be in writing, signed by the director entitled to the notice and filed with the minutes or corporate records; except that a director's attendance at or participation in a meeting waives any required notice to the director of the meeting unless the director at the beginning of the meeting or prior to the vote on a matter not noticed in conformity with the law or the bylaws objects to lack of notice and does not thereafter vote for or assent to the objected to action.

Section 2.13 **Quorum and Voting.** A quorum of the board of directors consists of a majority of the directors in office immediately before a meeting begins, provided that a quorum is not fewer than the greater of one-third of the number of directors in office or two (2) directors. If a quorum is present when a vote is taken, the affirmative vote of a majority of directors present is the act of the board unless the Hawaii Nonprofit Corporations Act, the articles of incorporation, these bylaws, or other applicable law requires the vote of a greater number of directors.

Section 2.14 **Committees of the Board.** The board of directors may create one or more committees and appoint directors to serve on them. Each committee must have two or more committee members, who serve at the pleasure of the board of directors. The creation of a committee and appointment of committee members to it must be approved by the greater of: (a) a majority of all the directors in office when the action is taken, or (b) the number of directors required to take action under section 2.13 of these bylaws. Sections 2.9 to 2.13 of these bylaws which govern meetings, action without meetings, notice and waiver of notice, and quorum and voting requirements of the board of directors, apply to committees and their members as well. Any committee may adopt other rules for its own governance not inconsistent with these bylaws or with rules adopted by the board of directors. To the extent specified by the board of directors, each committee may exercise the authority of the board of directors, provided, however, a committee may not:

(a)   Authorize distributions;

(b)   Approve dissolution, merger, or the sale, pledge or transfer of all or substantially all of the Corporation's assets;

(c)   Elect, appoint, or remove directors or fill vacancies on the board of directors or on any of its committees; or

(d)   Adopt, amend, or repeal the articles of incorporation or bylaws.

ARTICLE 3
OFFICERS

Section 3.1 **Required Officers.** The Corporation shall have such officers as shall be appointed from time to time by the board of directors. The same individual may simultaneously hold more than one office in the Corporation. One of the officers shall have responsibility for

preparation and custody of minutes of the directors' meetings and for authenticating records of the Corporation. Each officer shall hold office for one (1) year and until a successor shall have been duly elected and shall have qualified. Each officer shall have the authority and shall perform the duties prescribed by the board of directors or by direction of an officer authorized by the board of directors to prescribe the duties of other officers. The officers may include one or more of the following:

Section 3.1.1 **Chair of the Board.** The chair of the board shall preside at all meetings of the board of directors and shall perform other duties as are required of the chair of the board by the board of directors.

Section 3.1.2 **President.** The president (in the absence of a chair of the board) shall preside at all meetings of the board of directors. Unless the board of directors shall decide otherwise, the president shall be the chief executive officer of the Corporation and shall have general charge and supervision of the business of the Corporation. The president shall perform other duties as are incident to the president's office or are required of the president by the board of directors.

Section 3.1.3 **Vice Presidents.** In the absence of the president, the vice president or vice presidents shall, in order designated by the president or the board of directors, perform all of the duties of the president. When so acting a vice president shall have all the powers of and be subject to all the restrictions upon the president. The vice president or vice presidents shall have powers and perform other duties as may be prescribed by the chair of the board, the president, the board of directors or these bylaws.

Section 3.1.4 **Secretary.** The secretary shall keep the minutes of all meetings of the board of directors and committees of the board of directors (if any). The secretary shall give notice in conformity with these bylaws of all meetings of the board of directors. In the absence of the chair of the board and of the president and any vice president, the secretary shall have the power to call meetings of the board of directors and committees of the board of directors. The secretary shall also perform all other duties assigned to the secretary by the president or the board of directors. The assistant secretary or assistant secretaries shall, in the order prescribed by the board of directors or the president, perform all the duties and exercise all the powers of the secretary during the secretary's absence or disability or whenever the office is vacant. An assistant secretary shall perform all the duties assigned to the assistant secretary or assistant secretaries by the president or the board of directors.

Section 3.1.5 **Treasurer.** The treasurer shall be the chief financial and accounting officer of the Corporation. The treasurer shall exercise general supervision over the receipt, custody and disbursement of corporate funds and the keeping of corporate financial records. The treasurer shall perform all other duties assigned to the treasurer by the president or the board of directors. The assistant treasurer or assistant treasurers, shall, in the order prescribed by the board of directors or the president, perform all the duties and exercise all the powers of the treasurer during the treasurer's absence or disability or whenever the office is vacant. An assistant treasurer shall perform all the duties assigned to the assistant treasurer or assistant treasurers by the president or the board of directors.

Section 3.2   Compensation of Officers. Officers shall serve without remuneration.

Section 3.3   Resignation of Officers. An officer may resign at any time by delivering notice to the Corporation. Unless a written notice specifies a future effective date, the written notice is effective at the earliest of the following: when the notice is received; five (5) days after its deposit with the U.S. Postal Service as evidenced by the postmark, provided the notice is correctly addressed with first class postage; on the date shown on the return receipt, if sent by registered or certified mail, return receipt requested and the receipt is signed by or on behalf of the addressee; or thirty (30) days after its deposit with the U.S. Postal Service as evidenced by the postmark, if correctly addressed but with other than first class, registered or certified postage. Unless an oral notice specifies a future effective date, an oral notice is effective when communicated if communicated in a comprehensible manner. If a resignation is made effective at a future date and the corporation accepts the future effective date, the board of directors may fill the pending vacancy before the effective date if the board of directors provides that the successor does not take office until the effective date.

Section 3.4   Removal of Officers. The board of directors may remove any officer at any time with or without cause.

ARTICLE 4
CONFLICT OF INTEREST POLICY

Section 4.1   Conflict of Interest Transactions, Generally. A conflict of interest transaction is a transaction with the corporation in which a director of the corporation has a direct or indirect interest. A conflict of interest transaction is not voidable or the basis for imposing liability on the director if the transaction was fair at the time it was entered into or is approved as provided in this section 4.1. A transaction in which a director has a conflict of interest may be approved if the material facts of the transaction and the director's interest were disclosed or known to the board of directors or a committee of the board of directors and the transaction was authorized, approved, or ratified by the board of directors or committee of the board of directors.

A director of the corporation has an indirect interest in a transaction if: (1) another entity in which the director has a material interest or in which the director is a general partner is a party to the transaction; or (2) another entity of which the director is a director, officer, or trustee is a party to the transaction. A conflict of interest transaction is authorized, approved, or ratified if it receives the affirmative vote of a majority of the directors either on the board or on the committee, who have no direct or indirect interest in the transaction; provided that a transaction may not be authorized, approved, or ratified under this section 4.1 by a single director. If a majority of the directors on the board who have no direct or indirect interest in the transaction vote to authorize, approve, or ratify the transaction, a quorum is present for the purpose of taking action under this section 4.1. The presence of or a vote cast by a director with a direct or indirect interest in the transaction does not affect the validity of any action taken under this section 4.1; provided the transaction is otherwise approved as provided in this section 4.1.

Section 4.2   Interested Person. Any director, principal officer, or committee member with governing board delegated powers, who has a direct or indirect financial interest, as defined in section 4.3 of these bylaws, is an interested person.

Section 4.3 <u>Financial Interest.</u> A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

       (a)   An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement,

       (b)   A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or

       (c)   A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation has a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under section 4.5 of these bylaws, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Section 4.4 <u>Duty to Disclose.</u> In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and committee members with governing board delegated powers considering the proposed transaction or arrangement.

Section 4.5 <u>Determining whether a Conflict of Interest Exists.</u> After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

Section 4.6 <u>Procedures for Addressing the Conflict of Interest.</u> The following procedures will be followed to address the possible conflict of interest:

       (a)   An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

       (b)   The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

       (c)   After exercising due diligence, the governing board or committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

(d)   If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

Section 4.7   Violations of the Conflicts of Interest Policy. The following procedures shall be taken, if a possible conflict of interest has not been disclosed.

(a)   If the governing board or committee has reasonable cause to believe a committee member has failed to disclose actual or possible conflicts of interest, it shall inform the committee member of the basis for such belief and afford the committee member an opportunity to explain the alleged failure to disclose.

(b)   If, after hearing the committee member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the committee member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 4.8   Proceedings. The minutes of the governing board and all committees with board delegated powers shall contain:

(a)   The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

(b)   The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Section 4.9   Compensation. The following provisions concern compensation:

(a)   A voting director of the governing board who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that director's compensation.

(b)   A voting committee member whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that committee member's compensation.

(c)   A voting director of the governing board or a voting committee member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation, either individually or collectively, is not prohibited from providing information to any committee regarding compensation.

Section 4.10 Annual Statements. Each director, principal officer and committee member with governing board delegated powers shall annually sign a statement which affirms such person:

(a)   Has received a copy of the conflicts of interest policy,

(b)   Has read and understands the policy,

(c)   Has agreed to comply with the policy, and

(d)   Understands the Corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Section 4.11 Periodic Reviews. To ensure the Corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

(a)   Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

(b)   Whether partnerships, joint ventures, and arrangements with management organizations conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Section 4.12 Use of Outside Experts. When conducting the periodic reviews as provided for in section 4.11 of these bylaws, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Section 4.13 Coordination with Self-Dealing Rules. If the Corporation is classified as a private foundation under section 509 of the Internal Revenue Code of 1986, as amended (the "Code"), or any future corresponding provision, then no conflict of interest transaction may be entered into or approved unless the transaction also complies with section 4941 of the Internal Revenue Code and is determined not to be a self-dealing transaction.

ARTICLE 5
CONTRACTS, CHECKS, DEPOSITS AND FUNDS

Section 5.1 **Contracts.** The board of directors may by general or special resolution authorize one or more officers, employees, or agents of the Corporation or any agent or employee of the Corporation to enter into any contract or to execute and deliver any document, instrument, or writing of any nature in the name of and on behalf of the Corporation. In the absence of such authorization by the board of directors, such instruments shall be signed by: (a) the president and chief executive officer, the chief financial officer, or any vice president and (b) the secretary, the treasurer, an assistant secretary or assistant treasurer.

Section 5.2 **Checks, etc.** All checks, letters of credit, drafts, or orders for the payment of money, notes, or other evidence of indebtedness shall be signed by such persons (including, but not limited to, an officer, agent or employee of the Corporation) as shall be authorized by a general or special resolution of the board of directors. In the absence of such a determination by the board of directors, such instruments shall be signed by: (a) the president and chief executive officer, the chief financial officer, or any vice president and (b) the secretary, the treasurer, an assistant secretary or assistant treasurer.

Section 5.3 **Facsimile Signatures.** The board of directors may from time to time by resolution provide for the execution of any corporate instrument or document, including, but not limited to checks, letters of credit, drafts, and other orders for the payment of money, by a mechanical device or machine or by the use of facsimile signatures under such terms and conditions as shall be set forth in any such resolution.

ARTICLE 6
MISCELLANEOUS PROVISIONS

Section 6.1 **Corporate Records.** The Corporation shall keep as permanent records minutes of all meetings of the board of directors, a record of all actions taken by the directors without a meeting, and a record of all actions taken by committees of the board of directors. The Corporation shall maintain appropriate accounting records. The Corporation shall maintain its records in written form or in another form capable of conversion into written form within a reasonable time. The Corporation shall keep a copy of the following records at its principal office:

(a) articles or restated articles of incorporation and all amendments to them currently in effect;

(b) bylaws or restated bylaws and all amendments to them currently in effect;

(c) a list of the names and business or home addresses of its current directors and officers;

(d) the most recent annual report delivered to the Hawaii Department of Commerce and Consumer Affairs;

(e) a copy of the Corporation's application for recognition of exemption under section 501(a) of the Internal Revenue Code filed with the Internal Revenue Service with all

supporting documents and any letter issued by the Internal Revenue Service in response; and

(f) a copy of the Corporation's three (3) most recent annual tax returns.

Section 6.2   Tax Year. The tax year of the Corporation shall be from July 1 through June 30.

ARTICLE 7
EMERGENCY BYLAWS

Section 7.1   Emergency Bylaws. The provisions of this section 7.1 shall be effective only in an emergency where a quorum of directors cannot readily be assembled because of some catastrophic event. All of the other provisions of these bylaws consistent with this section 7.1 remain effective during the emergency.

Section 7.2   Notice of Emergency Board Meeting. Any director or any one of the officers may call a meeting of the board of directors. Notice of such meeting need be given only to those directors whom it is practicable to reach, and may be given in any practical manner, including by publication and radio. Such notice shall be given at least six (6) hours before commencement of the meeting.

Section 7.3   Temporary Directors and Quorum. One or more officers present at a meeting of the board of directors shall be deemed to be directors for the meeting, in order of rank, and within the same rank, in order of seniority, as necessary to achieve a quorum. In the event that less than a quorum (as determined under section 2.13 of these bylaws) of the directors are present (including any officers who are to serve as directors for the meeting), those directors present (including the officers serving as directors) shall constitute a quorum.

Section 7.4   Permitted Actions. The board of directors as constituted in section 5.3 and after notice as set forth in section 5.2 may:

(a)   Prescribe emergency powers to any officer;

(b)   Delegate to any director or officer, any of the powers of the board of directors;

(c)   Designate lines of succession of officers and agents, in the event that any of them are unable to discharge their duties;

(d)   Relocate the principal place of business, or designate successive or simultaneous principal places of business; and

(e)   Take any other action, convenient, helpful, or necessary to carry on the purposes of the Corporation.

ARTICLE 8
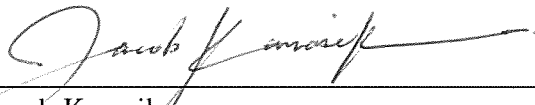## AMENDMENT OF ARTICLES AND BYLAWS

Section 8.1 **Amendment of Articles of Incorporation.** The Corporation may amend its articles of incorporation at any time to add or change a provision that is required or permitted in the articles or to delete a provision not required in the articles by a vote of a majority of the directors in office.

Section 8.2 **Amendment of the Bylaws.** The board of directors may alter, amend, repeal, or adopt new bylaws.

CERTIFICATE

The undersigned Secretary of Dreamhouse, Inc. (the "Corporation") hereby certifies that the foregoing Bylaws were duly adopted by the board of directors of the Corporation by unanimous written consent effective as of _JANUARY 15_, 2014, and that the same remain in full force and effect.

EFFECTIVE as of _JANUARY 15_, 2014.

Jacob Karasik
Jacob Karasik
Secretary

Attachment Z – Evidence of commitment for funds (Criterion IV.B.2.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 Z (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.

The first three years at DreamHouse Ewa Beach ("DreamHouse") will rely on additional funds outside of per pupil dollars from the State of Hawai'i; in our 8th grade year – 2020-21, when we have a projected enrollment of 300 students – we are projected to cash flow positive and begin building retained earnings. The magic number, we have been told by multiple charters, is somewhere between 250-300 students to realize per pupil economies of scale.

Therefore, the following snapshots offer a description for funding over years 0, 1, and 2 of DreamHouse.

YEAR 0 (June 30, 2017 – July 1, 2018)

This is our start-up year that will rely heavily on our ability to fundraise in and outside of Hawai'i to build funds to start the school. The following is a snapshot of our current thinking:

Philanthropic Source	Target Amount	Highlights
Local Foundations	$100,000	
Local Individuals	$75,000	*$50,000 already committed*
Local Unique	$100,000	*70% local funding*
Mainland Foundation	$50,000	*Multiple partnership conversations*
Mainland Individual	$25,000	*Diverse funding pool and approach*
Mainland Unique	$50,000	
	$400,000	

Challenges	Momentum
• Charter sector has what some funders have called "noise" right now (unsure of where charters fit in strategic vision, BOE investigation, lingering concerns from Commission-closed charter). • "Get the charter first and then we can talk funding" … "Get the funding or an MOU first and then apply for a charter" … caught in between showing funds to apply and foundation boards not wanting to earmark money to a project that has yet to be approved.	• $50,000 individual commitment for start-up (as of Jan. 2017). • Team / personal relationships with local funders. • Multiple partnership conversations and groundwork already laid. • Relationships and access to mainland funding vehicles. • DreamHouse non-profit has built out initial donor base. • Large grants (US DOE, charter start-up) are also on our funding radar.

Initial Funding Landscape		
Foundations	**Individual**	**Unique**
LOCAL Hawaiʻi Community Foundation* Public School Foundation of Hawaiʻi* Bank of Hawaiʻi Foundation* Castle Foundation* Campbell Foundation* The Learning Coalition American Savings Bank Foundation* FHB Foundation CPB Foundation McInerny Foundation GN Wilcox Foundation Strong Foundation Atherton Foundation Cades Schutte Foundation FICOH Foundation **MAINLAND** The Case Foundation The Kellogg Foundation The Weinberg Foundation	**LOCAL** Ritchie & Sunny Mudd* *(Committed)* Founding Team personal networks* *(local and* *mainland)*	**LOCAL** Partners In Development* Kamehameha Schools Office of Hawaiian Affairs Aloha United Way* Native Hawaiian Education Council Hawaiʻi State Grants in Aid **MAINLAND** Charter School Growth Fund Turner-Agassi* Harvard Alumni Start-Up Funding* TFA Social Innovation Funding* LEE Alumni Start-Up Funding* U.S. Dept. of Ag. U.S. DOE Start-Up Grant

* Denotes multiple conversations around partnership have already taken place (as of Jan. 2017)

Note: multiple funders mentioned they would not recommend funding a proposed charter school that does not yet have approval from the State, nor would they allocate funds to that charter school before such a decision due to fiduciary responsibility they have to actively invest their foundation's funds in current projects; asking for funds or a commitment of funds more than half a year from the Commission's decision was not viewed favorably. Our strategy, however, will be to submit proposals with a contingency clause: "if the foundation looks favorably upon our request, then money would be earmarked for August / September 2017, and disbursed shortly thereafter if the Commission renders an affirmative decision." This is a viable strategy that we are employing with our Q1 grant-writing timeline, with submissions coming closer to Q2.

YEAR 1 (June 30, 2018 – July 1, 2019)

Philanthropic Source	Target Amount	Highlights
Local Foundations	$100,000	
Local Individuals	$75,000	
Local Unique	$100,000	*Per pupil funding begins*
Mainland Foundation	-	*Renewal requests backed by data*
Mainland Individual	$25,000	*Fundraising need is lower*
Mainland Unique	-	
	$300,000	

Challenges	Momentum
• Two-year election cycle (even years) compresses philanthropic activity • "One and done" funders may need additional convincing and rationale this this is program/growth funding, NOT operations.	• $650,000+ per pupil funding hits books. • Year 1 data, stories of success, students all reinforce funding ask. • Full staff and team to help build philanthropic activity.

YEAR 2 (June 30, 2019 – July 1, 2020)

Philanthropic Source	Target Amount	Highlights
Local Foundations	$100,000	
Local Individuals	$75,000	
Local Unique	-	*Per pupil funding continues*
Mainland Foundation	-	*Title I funding in effect*
Mainland Individual	$25,000	*One year of results and growth*
Mainland Unique	-	*Last year of foundation need*
	$200,000	

Challenges	Momentum
• Philanthropic fatigue – "we gave you money to get off the ground… now you want money for a third year in a row?" • Local foundations tapped by many and there will be new projects online. • Charter sector "noise" and trajectory is unpredictable. • Founding year, year 1, year 2 in the books… still relying on addition funds in our third year of operation is not necessarily a positive headline.	• $1.3MM+ per pupil funding • Building retained earnings • Full year of data and results to back foundation requests • FINAL YEAR of foundation asks in order to reach sustainability o Key point: this is the exit strategy for all required philanthropic activity to get to a sustainable 6,7,8 grade.

YEAR 3 (June 30, 2020 – July 1, 2021)

Philanthropic Source	Target Amount	Highlights
Local Foundations	-	
Local Individuals	$75,000	*DreamHouse reaches sustainability*
Local Unique	-	*$2MM in anticipated per pupil funding*
Mainland Foundation	-	*Growing Title I funding (with enrollment)*
Mainland Individual	$25,000	*Individual fundraising is program support*
Mainland Unique	-	*and not required for operations*
	$100,000	

Challenges	Momentum
• Longer-term facilities need and how this will impact our budget and financing abilities • Another election year (presidential as well) will impact personal giving • Charter sector "noise" and trajectory is unpredictable.	• DreamHouse reaches sustainability with an anticipated 300 students and is reliant solely on per pupil funding • Two full years of school operation and data through which to fundraise and share narrative • Middle school at terminal year

BUDGET HEADLINES

Transferred from DreamHouse Ewa Beach financial workbook.

DreamHouse Budget	2017-18	2018-19	2019-20	2020-21
Year	*Planning Year*	*Year 1*	*Year 2*	*Year 3*
State/Fed Revenues	-	$670,950	$1,341,900	$2,012,850
Projected Budget*	$313,600	$868,200	$1,340,300	$1,822,278
Gain/Loss	*($313,600)*	*($177,080)*	*$41,939*	*$251,080*
+Anticipated Philanthropy	$400,000	$300,000	$200,000	$100,000
Gain/Loss	**$86,400**	**$122,920**	**$241,939**	**$351,080**

*Planning year budget incorporates full salary of founding school director, nearly $80,000 in materials, and a $50,000 renovation – these are only projections and may be adjusted based on fundraising operations.

December 24, 2016

To Whom It May Concern,

Please accept this as a firm commitment for $50,000 in philanthropic funding for the proposed DreamHouse Ewa Beach public charter school.   We are very happy to support the DreamHouse team and the school will be a Great benefit for the Ewa Beach Community

The DreamHouse team has opted not to receive funds until the charter commission renders a decision this coming summer, which has no effect on our pledge.

The funds will be directed to DreamHouse, Inc., an active non-profit registered and in good standing with the State of Hawai'i. No services were rendered for this unconditional gift.

Sincerely,

Ritchie & Sunny Mudd
4720 Halehoola Place
Honolulu, HI 96816
808 255 9995