THE IMAG ACADEMY

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I. School Overview

A. Executive Summary

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

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

    b. Be attainable and consistent with high academic standards;

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

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

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

Our mission is to provide a small, family-like environment to prepare mindful citizens through engaging our students in community-centered concerns and projects. We focus on creating a continuum of experiences, in and outside of school, where the strengths and potential of the individual, family and community can flourish.

Our mission would result in The IMAG Academy being a school with high social and academic expectations regardless of one's socioeconomic background, educational needs or English language challenges.

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

    Our vision is to become a community resource raising generations of innovative, mindful, accepting, and giving (IMAG) citizens grounded in their knowledge and capabilities to create and sustain ethnically diverse, successful, and peace-filled communities.

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

Our location will be in the city of Waipahu and part of the HI DOE Waipahu area complex. According to HI DOE reports, our population is 60,305 people with approximately 12,300 (20%) of them between the ages of 5-19. Public school enrollment for SY 2014-15 was 8,413 (see **Attachment B**). Our neighboring cities are Kapolei, Ewa, Ewa Beach, Pearl City, and Mililani.

Although our exact address is not known at this time, we plan to locate our school on Waipahu Street, between the streets of Moku'ola/Managers Drive, and Waipahu Depot Street. This specific area is between two of the largest elementary schools in Waipahu. This area provides a number of leasing opportunities with our initial space and facility requirements, as well as our

growth over time. This location affords partnership opportunities with a variety of businesses and organizations; Filipino Community Center, Waipahu YMCA, and Ballet Hawaii.

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

Our student population will provide us with both academic and social and emotional challenges. The socioeconomic demographics of Waipahu highlights a high percentage of the students qualify for the free and reduced lunch program and a higher percentage than our state average will be considered English Language Learners. In addition, we expect 30 to 40% of our kindergartners to be attending formal education for the first time and will require school readiness and transitioning strategies for both students and families. We also believe at least 50-60% of students to initially score below the state's targets on Hawaii state summative tests.

We believe the majority of our students will be Filipino (60+%) with several other culturally diverse ethnic groups represented, such as Native Hawaiian, Micronesian, and Samoan. In all groups, family and friends can play a critical role in their level of academic success. School pride and a sense of belonging are important; therefore a positive school culture that provides a safe and nurturing social and learning environment for all students is essential.

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

Our assessment of demand in the central leeward area was informed from observations, discussions, and soliciting community support. Our attendance at local neighborhood meetings, business meet-ups, workshops and conferences has started important discussions with a number of local business and government agency leaders. We have gained a better understanding of the educational and community concerns and have strengthened a positive connection with community leaders, prospective partners, parents and families.

The IMAG Academy is the result of incorporating the voices of parents and educators shared with us at more than 23 farmers' market and community event booths and 8 informational tables held at our local Walmart stores. These opportunities provided us with one-on-one discussions with over 250 parents or family members and garnered 373 signatures representing approximately 200 prospective students in support of our school becoming a charter school.

6. <u>Contribution to Public Education System</u>. Describe any anticipated contribution the proposed school would make to Hawaii's public education system as a whole, including, if applicable, the Priority Needs identified in <u>Section I.C of the RFP</u>. If the proposed school would address either or both Priority Needs, provide an analysis, with relevant data, about that Priority Need and how the school would help address it. In addition to the Priority Needs, the examples of contributions to the public education system could include things

like serving student demographic groups that the existing system has had challenges serving, meeting a particular curricular or instructional need or challenge in a way that has system-wide benefits, and forming partnerships or feeder-school relationships with existing public schools. Where the proposed school would model innovation in ways valuable to the system as a whole, describe any specific plans to disseminate the knowledge gained at the school to other public schools.

Significant contributions to both the community and to the public education system will be made immediately and in lasting ways. The following summarizes these contributions.

Contributions to students and families. The IMAG Academy will provide our community an **educational choice** like no other in our area. It would offer students a small, family oriented school as the only tuition free option to the extremely large campuses throughout all school levels in the central leeward area. Our focus on social, emotional and relationship development provides our students a **mindful and purposefully designed safe and nurturing environment at a universal, schoolwide level.** Our **community-centered project based instructional strategy** will offer experiences for all types of learners and will help provide an environment where students will be able to transfer and adapt their knowledge and skills learned in the classroom to solving concerns of real businesses. It will provide the essential ingredient of relevance to student motivation, engagement, and learning. The central leeward area has over 44,000 of the 180,000+ students within the public school system spread across some of the largest campuses within all school levels. The IMAG Academy will **increase the area's public, tuition-free schooling capacity for 915** students.

Contributions to our community and educational system. As we work to strengthen family privilege for all of our students, our **parent communication and engagement programs** will provide great family time and connections. Our school schedule is built to ensure interaction and collaboration on a weekly and on-going basis with our **community partners**. This type of open partnerships will only strengthen our student's sense of value and belonging and will serve as a model for other schools and communities. Our **readiness programs** for kindergarteners and 7th graders will introduce the classroom and school environments to learners and families that are making important transitions in their formal education. This program will be available to all students and families within the state. Our **intersession and summer programs** will be available to all students. The IMAG Academy Lab will provide families a safe and nurturing environment and a chance to experience community centered project based learning first hand. As important, these programs will also provide **educator training and professional development** in the School Family Framework and community centered project based learning. Educators will be able to learn, collaborate, and experience the exciting supported and supportive teaching community we practice during our regular school year.

Dissemination of knowledge to others. We are driven by our vision to be a community resource and we have purposefully built our school organization to collaborate and share. Our schedule invites partners from the community which would include other schools. The IMAG Academy Lab is specifically designed as a collaborative space for students, partners, parents

and educators to come together and experience learning and innovative solution development with our community opportunities and concerns in mind.

7. <u>Reason for Conversion</u>. Explain the rationale for applying to convert to a charter school.
   a. How will the charter school model lead to improved academic outcomes and non-academic operations?

   b. Describe the stakeholder groups that were engaged in the conversion decision making process, and explain their roles in the transition process.
   Not applicable. The school is not a conversion charter school.

8. <u>Conversion Transition</u>. Explain if and how any programmatic elements of the school design will change or evolve with the transition to operation as a charter school, as opposed to the current school model.
   Not applicable. The school is not a conversion charter school.

B. Enrollment Summary

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

2. <u>Enrollment Plan Rationale</u>. Describe the rationale for the number of students and grade levels served in each year and the basis for the enrollment plan illustrated in the attachment. Include a discussion of the rationale for including non-entry level grades. Entry level grades are generally kindergarten, sixth grade, and ninth grade.
   A summary of the criteria that informed our enrollment plan decision is presented below.
   <u>Teacher Collaboration and Collegiality.</u> Teachers are our foundational "touchpoint" for our students and families. Therefore, it was essential to have a "team" at each grade level.
   <u>Classroom size.</u> We desired teacher–student ratios of 1 - 20 students for grades K-3 and 1 - 25 students for grades 4-12.
   <u>Entry and transition grades.</u> Grades K and 7 were selected as entry grades into elementary and intermediate school. Grade 8 was selected as a time of transition into high school.
   <u>Family-like environment.</u> By having multiple school levels in our first year, we will be able to provide a family like environment that will enhance connection and relationship building between younger and older students. Mentorship and leadership opportunities will exist.
   <u>Economic Feasibility.</u> We found our enrollment plan supported an income to expense breakeven point at about 190 students, therefore our enrollment plan is economically feasible.

3. <u>Enrollment Plan Justification</u>. Provide evidence justifying the enrollment plan described above. Include the estimated number of students in the geographic area(s) the proposed school plans to serve, including the number of students that currently attend existing

We looked at our probable school population from two perspectives; a neighborhood and a wider geographical area. **Attachment B** provides summary tables from a multitude of HI DOE reports and other supporting documents. It also includes a list of 373 supporters throughout the central leeward area which represent approximately 200 students.

Conservative-Neighborhood Perspective. We found full-time educational choices within Waipahu limited to large public school campuses or small private schools. As presented in **Attachment B,** within the Waipahu Complex, there were about 12,300 eligible students in school year 2014-15, of which 8413 students were enrolled within the public school system.
Public Charter. There is one charter school, Hawaii Technology Academy (HTA) in Waipahu, but it does not provide a full-time option for families.
Private. There are four schools in Waipahu enrolling 827 students across all school levels. All are faith-based. Only one offers grades K-12. The other three are PK – 8. The tuition range is $5,950 to $7,400 per year.
Wider Central Leeward Area Perspective. Our neighboring public school complex areas are Kapolei, Campbell, Mililani and Leilehua which were also limited to a choice between large campuses and attending a private school. Within these areas, there were about 44,779 eligible students in school year 2014-15, of which 32,656 were attending HI DOE public schools within these central leeward area communities.
Public Charter. There are no public charter school options within these communities.
Private. There are 11 schools enrolling 2,578 students across all school levels. Two are independent, the rest are faith-based. In addition, only six are K-12 while the remaining five are K-8. The tuition range is $4,750 to $15,675 per year.

In summary, our large central leeward area public schools could welcome some relief. Considering public school students only, the number of eligible students to attend The IMAG Academy could range from mid-8,000 to over 40,000 students. Whichever viewpoint, another educational option is needed within this area, especially at the secondary school level. When approved, The IMAG Academy will be the only public, tuition-free full day school option focused on creating a small, family like environment for our students, parents and community through the use of school-wide community centered project learning.

More importantly, it has been suggested by research, that socially diverse and economically disadvantaged populations, like ours in the central leeward area, may find student achievement negatively affected by large student bodies. Research recommends that relatively smaller school campuses, more than smaller class size, could create a more trusting, safe and nurturing culture and better learning environment. The IMAG Academy, when considered by each of its school levels, are small schools that will consist of 390 elementary school students in grades K-5, 225 middle school students in grades 6-8, and 300 high school students in grades 9-12. This is a stark contrast to all public schools within the central leeward area.

II. Academic Plan

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

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

The IMAG Academy will be a traditional face-to-face, "brick and mortar" school focused on a student's mastery and achievements in acquiring real world and relevant knowledge, skills and capabilities. It is a school where everyone can do their best work as an individual or as part of a group. It will be an engaging, community-centered, project-based learning environment.

Our academic plan is focused on creating a foundation to enhance innovative thinking and creative solutions from all school members; students, teachers, staff and parents. It is based on positive human interaction and connected relationships. At the core is an IMAG culture of leadership, mentorship, collaboration and IMAG decision making.

The three main elements of our instructional framework; academic rigor, real-world relevance and a safe and nurturing environment, provide The IMAG Academy with an educational program that celebrates achieving high academic and social expectations. Non-negotiable, this 3-prong approach ensures a 360 degree support system where all members can excel. The ultimate success, as prescribed by our student outcomes, is when innovation, mindfulness, acceptance, and giving are inherent within our student's decision making process and solutions.

Collaboration between student and teacher results in an individualized goals and achievement plan that include identifying specific tasks or products as a form of assessment of what the student will accomplish in a specific timeframe.   As important, teachers will use both informal and formal forms of assessment to better understand student learning and growth and to gather feedback to modify instructional techniques and strategies.

Project based learning provides a hands-on and real world component helping students with different learning styles to engage and see the relevance in what they are learning. More important, research has shown that increasing a child's social and emotional intelligence can provide the necessary layer of safety and nurturing for learning to take place. Two of these elements are part of our academic framework and have shown repeated success for our anticipated student population.

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

Our values guide what we believe and drive how we respond and what we do. We believe …
1. Innovation and mindfulness are pillars to sustainable communities

2. Acceptance and giving creates positive interactions and unlimited learning experiences
3. All citizens are capable, curious, and creative
4. Everyone and everything is connected
5. Learning is a continuum of social experiences
6. Knowledge, skills, and persistent action ensure success
7. Mastery uncovers confidence and value within oneself and others
8. Challenging real world experiences enhances relevance and a sense of belonging
9. Relationships foster collaboration as we strive to enable a peace-filled world

Our values and beliefs have provided the guide to what is included within our academic framework. As we designed The IMAG Academy it was critical for it to be an inclusive educational program that is rigorous, relevant and responsive to the safety and nurturing needs of all students. These key concepts were further defined as our key elements of our academic framework that includes the School Family, community centered project based learning, and mastery of rigorous content and performance standards.

As we identified the key elements, we feel it is important to point out that our academic philosophy encompasses a solid foundation of our school's culture, values, and supporting strategies and practices. This foundation is essential to our ability to professionally and socially engage and support our students within their learning environment, our teachers within their teaching community and our school members within our school organization. As the organizational constructs take shape, our academic framework provides us with rigorous content and performance standards and relevant community centered projects within a safe and nurturing family-oriented environment. The diagram below depicts how our school components are integrated in order to provide an engaging learning experience for our students.

Diagram 1.0 – Integrated Framework
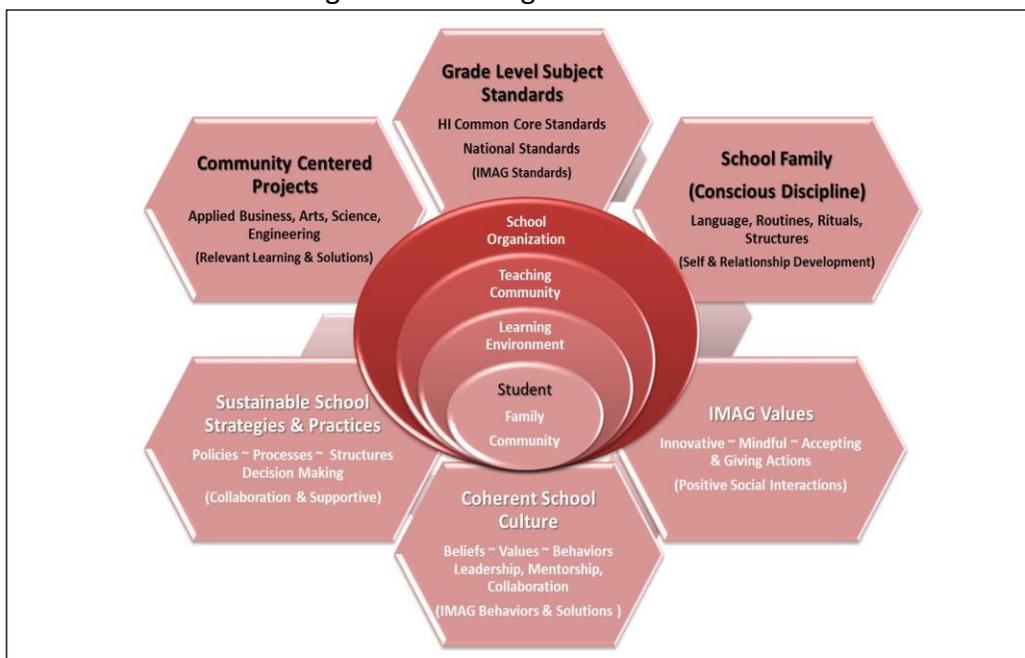
3. Anticipated Student Population. Describe the anticipated student population the proposed school plans to serve, including, among other things, the projected percentage of students eligible for free and reduced lunch. Explain why the proposed school anticipates that the student population described above will enroll in the proposed school. Include, as **Attachment C (5 page limit)**, a listing of the DOE complex area(s) that these students will most likely come from and a listing of both public and private schools with the grades the proposed school plans to offer that are located in the same areas that the proposed school plans to pull its student population from.

Attachment C provides a list of HI DOE schools and private schools within the Waipahu and surrounding complex area. We believe the complex areas close enough for students to be considered prospective students are Kapolei, Campbell, Mililani, and Leilehua.

Of the 8413 students enrolled in Waipahu public schools in SY 2014-15, 5024 qualified for free and reduced lunch (FRL), 1300 were English Language Learners (ELL) and 705 were requiring Special Education (SPED) services. More specific to our location, we are expecting as high as 70% of our elementary, 62% of our intermediate and 56% of high school students will qualify for free and reduced lunch, about 7-10% would require SPED services, and anywhere from 18-30% elementary, 16% of intermediate and 9% of high school students will not consider English as their first language. In addition, we expect 30 to 40% of our entering kindergartners to be attending formal education for the first time and will require school readiness and transitioning strategies for both students and families. We also have found that at least 50-60% of the students to initially score below the state's targets on Hawaii state summative tests.

We expect the majority of our students will be Filipino (60+%) with several other culturally diverse ethnic groups represented, such as Native Hawaiian, Micronesian, and Samoan. In all groups, family and friends can play a critical role in their level of academic success. Our student population will provide us with both academic and social and emotional challenges. School pride and a sense of belonging are important; therefore a positive school culture that provides a safe and nurturing social and learning environment for all students is essential.

B. Curriculum and Instructional Design

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

The table below summarizes many outcomes of our core courses; math, ELA, science, and social studies. Our non-core courses, world language and art, are also included.

Grades	Course	Subject Knowledge Outcomes
Pre-Kindergarten	Kindergarten Transition	Student: Familiarity to activities and routines at school Family/Parent: Familiarity and assurance of students
Elementary K-5	Math	All grades-place value, data basics, measurement, base ten basics **K-** Operations-add/subtract, compare, counting, classification, shapes. **Grade 1**-Operations (add/subtract), counting, equations, clock reading, shapes **Grade 2**-Operations (add/subtract) **Grade 3**-Operations (multiply/divide), multi-digit, fractions, area/perimeter **Grade 4**-Operations (all), patterns, multi-digit, fractions, decimal conversions, angles

		Grade 5-Expressions, patterns, relationships, multi-digit, decimals, probability, area,
	Science	All grades-Inquiry, technology, forces, motion, interdependence, the universe **Grade K-**Earth forces, heredity **Grade 1-**Matter, energy, classification **Grade 2-**Classification, diversity, earth materials **Grade 3-**Cells, tissues, organs, systems **Grade 4-**Unity and diversity, biological evolution **Grade 5-**Interdependence, solar system, unifying concepts
	Social Studies	All grades-Chronological thinking, historical inquiry **K-**Civic participation, Community basics **Grade1-**Democracy, Place in society & history, Culture **Grade 2-**Role of government, resources, authority, stewardship, governance, power **Grade 3-**Human Systems, culture, economics **Grade 4-**Exploration, Hawaiian, historical change & continuity **Grade 5-**Colonial America, revolutionary war, human systems
Middle School 6-8	Transition	Student: Sense of value and knowledge of the future Family/Parent: Sense of safety for their child(ren)
	Math	**Grade 6-**Geometry-area, volume, ratios, fractions, factors, rational numbers, algebraic expressions, inequalities, variables, variability, distribution **Grade 7-**Geometrical relationships, angles, area, volume, proportions, fractions, algebraic expressions, probability, inferences. **Grade 8-**Cylinders, cones, spheres, rational numbers, radicals, exponents, linear equations, functions, bivariate data
High School 9-12	Transition	Student: Sense of value and knowledge of the future Family/Parent: Sense of safety for their child(ren)
	Math	**Grades 9-12-**Understanding of Mathematical expressions and the Mathematical practices. Application of real world situations
	Social Studies	**Grades 6-12-**Increasing understanding about economic decision making, exchange & markets, national & global economy Understanding of the spatial views of the world Experiences of interaction in different places, regions & cultures
	Science	**Grades 6-12-**Inquiry through the use of the scientific and engineering methods Translations of science into the world around you Careers and lifestyles in Science
All Grades K-12	English	**All Grades** **Reading** of key ideas and details, craft and structure, integrating knowledge and ideas, literature and information reading/understanding, **Writing** – Idea development use of multiple text types-purpose **Speaking and** Listening – Comprehension and Collaboration with presentation of own and other's ideas **Language** – Conventions of standard English and vocabulary
	World Language	**All Grades-**Verbal communications, oral presentation, cultural knowledge and comparisons, critical listening/reading **Grades 4 & 5-**Linguistic and grammatical concepts **Middle - High School 6-12** Basic to advance linguistic and grammatical concepts and cultural comparison
	Art	**All Grades-**Exploration of multiple mediums, techniques, presentations. Creation of original works. Cultural perspectives.

Table 1.0 Course Outcomes

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

Attachment D provides a list of standards used by each core course of study, at the applicable grade level. The chosen set of standards provides knowledge and performance baselines acceptable across the USA. In addition, these standards provide a vertical connection to ensure teachers are aware of and working towards these acceptable growth milestones.

National level standards, the Hawaii Common Core Standards (HCCS) and the applicable Hawaii Content and Performance Standards (HCPS III) will be used to determine our subject area content knowledge and skills for all grade levels. Using state and national level standards also allows us to use already developed materials that are standards based and vertically integrated, enabling us to spend our valuable and limited time on connecting hands-on activities, projects and community concerns into our learning environment. The list below identifies the subject areas, the applicable standards to be used and the general knowledge and skills to be acquired.

English Language Arts – Hawaii Common Core Standards – English Language Arts
- Elements of Communication, Reading, Writing & Presentation

Mathematics – Hawaii Common Core Standards – Mathematics
- Mathematical operation and practices

Science & Engineering – Next Generation Science Standards
- Scientific Process, Tenets of Creation – Design, Build & Maintain

Social Studies – College, Career, and Civic Life (C3) Framework for Social Studies State Standards
- Civics, Economics, Geography, History-World Perspectives, Communications, Life Skills

World Language – Hawaii Content and Performance Standards (HCPS III)
- Elements of verbal and oral communications, listening, reading

Art – Hawaii Content and Performance Standards (HCPS III)
- Elements of design, theory and practice

Soft Skills

Relationship Building – School Family Framework
- Communication, Collaboration, Conflict Resolution, Compassion, Empathy

Leadership & Project work – IMAG Solution and Behavior
- IMAG decision making and solution/choices

Project Based Learning – Buck Institute Project Based Learning Gold Standards
- Success Skills, Investigative Inquiry, Reflection, Critique, Product development

3. <u>Selected materials.</u> A description of the materials that have been selected and an explanation that clearly demonstrates how the materials support the Academic Plan. For grade levels and courses that do not have curriculum materials selected, a reasonable and

The Hawaii Common Core Standards (HCCS) and national level standards are a driving and foundational element in our decision to select already published curriculum content. In addition, these curriculums provide recommended pacing guides, formative and summative assessments, possible thematic units across other content subject areas, and integrated online program opportunities. It also provides an integrated K-12 option to accommodate our growth.

The decision to use the same math and ELA materials as HI DOE included considerations to our students, teachers and school resources. We felt our students would be familiar with the programs and unit's format and lessons, therefore we expect smoother student transfers. Teaching staff considerations were material familiarity, professional development (PD) from 2013-2017, future opportunities for training and professional development from HI DOE, and possible supported and collaborative professional exchanges across the state.

Also noteworthy, the evaluation team called the Hawaii Curriculum Review Committee (HCRC) conducted an extensive 3 Phase investigation starting with 57 Mathematic and 40 ELA programs with the final selections far exceeding our curriculum selection criteria. As important, the HCRC included a multitude of educators from across the state, something we would not be able to re-produce. This decision would also enable us to better spend our time, energy, and resources to extend our student's learning by connecting the material curriculum to real world opportunities and concerns through well-thought out community centered based projects.
Source: HI DOE Office of Curriculum, Instruction & Student Support
http://www.hawaiiboe.net/Meetings/Notices/Documents/08-05-14%20SAC/SAC_Agenda%20IV_08052014_Common%20Core%20Statewide%20Curriculum%20for%20ELA%20and%20Math-PP.pdf

English Language Arts and Mathematics

The IMAG Academy will use the HI DOE HCCS aligned curriculum for English Language Arts (ELA) and Mathematics as identified below. Included are the strengths of each program.

Subjects	Publisher	Strengths
English Language Arts Grades K-6	McGraw Hill-Wonders	• Sufficient text complexity • Variety of nonfiction and fiction • Evidence of differentiation for ELL students • Emphasis on student discussions
English Language Arts Grades 6-12	College Board - Springboard	• Thematic approach provides for deep development and integration • Units build in complexity and depth • Strong use of graphic organizers and close reading • Research skills developed via "mini-research projects" • Complex text with guidance • Backwards mapped from clear common assessments • Flexibility and creativity

Mathematics Grades K-5	Origo Education-Stepping Stones	• Bridges concrete, pictorial and abstract representations • Lessons helped to strengthen language skills • Activities develop conceptual understanding, skill and procedure fluency and application
Mathematics Grades 6-8	Houghton Mifflin Harcourt – Go Math	• Concepts connected with real work contexts • Numerous teacher support resources to address students' diverse learning needs • Additional student support – Personal Math Trainer • Activities develop conceptual understanding, skill and procedure fluency and application
Mathematics Grades 9-12	HI DOE – UH Collaborative	• Connects mathematical concepts with real-life contexts • Engages students in a variety of activities • Activities develop conceptual understanding, fluency with skills and procedures and the ability to apply mathematics in real world situations

Table 2.0 – Curriculum Selection – HCCS ELA and Mathematics

Social Studies

The Harcourt Social Studies Program will provide a K-8 civics, economics, geography and history curriculum. The program is correlated with the Career, and Civic Life (C3) Framework for Social Studies State Standards. This program was also aligned with the HCPS III and is listed on HI DOE's Recommended Instructional Materials Report. It was important that this non-HCCS subject was also anchored by the HCCS for ELA. This integration will enable us to more easily assess our student's capabilities within this content subject area. Reading skill development is organized around a Big Idea and Essential Questions, similar to those outlined in the Wonders ELA curriculum.

Harcourt Social Studies High School curriculum will be used for grades 9-12; Geography, US and World History, and Government. Since our high school level does not start until SY 2018-19, the course sequence will be reviewed during the prior year. A decision on how best to align our content selection with the most current standards will be completed by April 2018. Our resource teacher and 8th grade educators will be responsible to make that selection and sequence alignment.

Science

Harcourt Science Fusion will be used for grades K-8. The program was built on the same framework as the Next Generation Science Standards (NGSS); Framework for K-12 Science Education by the National Research Council. It provides investigation-based learning by "doing science". It also integrates engineering concepts and activities. This science curriculum is anchored in both the HCCS for ELA and Mathematics. This integration will enable us to more easily assess our student's capabilities within this subject area in both ELA and Mathematics.

Delta Education's Full Option Science System (FOSS) may be used to augment our K-8 science program. The system is correlated with the Next Generation Science Standards. It also incorporates Engineering concepts using the Next Generation Engineering Standards. FOSS provides for the use of tools and strategies for a hands-on approach to science and opportunities to engage in core ideas in engineering, technology and the applications of

science. Students engage in engineering experiences by developing solutions, constructing and evaluating models, and using systematic thinking. The modules are organized into three domains; physical, earth and life science.

Harcourt Science High School Curriculum will be used for grades 9-12; Biology, Earth Science, Chemistry, and Biology. Harcourt's Environmental Science and Physical Science curriculum will be reviewed for use, if a program is needed or wanted. Since our high school level does not start until SY 2018-19, the course sequence will be reviewed during the prior year. A decision on how best to align our content sequence selection with the most current standards will be completed by April 2018. Our resource teacher and 8th grade educators will be responsible to make that selection and sequence alignment.

World Language
Our World Language selection will be made in Mar/Apr 2017. A survey will be taken of faculty, students and families to determine what language would be most appropriate for our student population. The program will align with HCPS III and a decision will be made by Apr/May 2017. Our school director, grade level and resource teachers will be involved in this decision process.

Art
Our Art program will use primary, local sources and will align with HCPS III. In addition, activities and projects will support and be integrated into our classroom, grade-level, and community centered projects. Along with our specialty teachers, our resource teacher will work alongside our core grade-level educators to ensure projects/work are synchronized.

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

The metrics and goals we've selected will give us a holistic view of our student's academic and problem solving capabilities and will help to identify strengths and possible focus areas. Additional measurements will be taken to understand a student's social and emotional growth. This table presents our metrics and initial first year targets to be modified appropriately.

Goal	Purpose	Frequency Target	Timing	Format
Goal #1 –Test Score Smarter Balance Reading, Mathematics Science (if applicable)	Grade level achievement	1 / SY 50% meets	Mid 4th Quarter: Summative	Online
Goal #2 – Test Score ACT (if applicable)	Readiness to attend college	1 / SY 30% ready	Mid 4th Quarter: Summative	Online
Goal #3 – IMAG Practices – Decision Making	Application or use of IMAG Decision Making process	4 / SY 1st: 20% 2nd: 40% 3rd: 75% 4th: 100%	Quarterly: Interim/Benchmark	Checklist/Rubric/ Discussion and Observation
Goal #4 – IMAG Practices	Application or use of	4 / SY	Quarterly:	Checklist/Rubric/

– Solutions	IMAG Solution choices	1st: 20% 2nd: 40% 3rd: 75% 4th: 100%	Interim/Benchmark	Discussion and Product/Solution Inspection
Goal #5 – Graduation Rate (if applicable)	Accomplishment of High School Coursework – Readiness to proceed to college or career	1 / SY N/A til 2022	Yearly: End of year	Count
Goal #6 – Attendance	Readiness to Learn	Daily 100% present	Daily	Count
Goal #7 – Social Emotional (if applicable)	Social Emotional Concerns and Growth	2 / SY 30% at risk	Interim/Benchmark 1st : Mid September 2nd: Mid May	Teacher assessment
Goal #8 – College-Career	Life choices/decisions	1 / SY N/A til 2023	Yearly: End of year	Count

Table 3.0 – School Goals

Our academic goals-Goals 1 & 2: Smarter Balance and ACT tests scores were selected as a way to measure student achievement. It also complies with HI DOE. The Smarter Balance and ACT scores provide two helpful indicators. An individual's scores will help us to gauge where a student may stand regarding their academic knowledge and test taking abilities. Our aggregate scorecard may point to possible gaps in our learning or teaching environments. Both indicators; individual and aggregate, will guide us in modifying our instructional choices, strategies and help with possible professional development decisions. The ACT associated assessment scores in grades 8-10 will provide each student and their teachers a glimpse into their college and career readiness. This insight may aid in adjustments for the following year or modifications of the currently offered instructional objectives.

Our non-academic goals-Goals 5 & 6: Graduation rate and Attendance are part of the HI DOE Strive HI readiness category. Although STRIVE HI uses the attendance to determine chronic absenteeism for our elementary grades, we will use them for the entire school. The graduation rate provides an "after-the-fact" indicator of our ability to prepare students for college and careers. Attendance (chronic absenteeism) can be viewed as a student's lack of motivation to be present at school. Therefore, these metrics may indicate a need for a more positive school and classroom culture or individualized connection to ensure one's safety and health.

Our mission specific goals-Goals 7 & 8: School Family and College–Career were determined as a way to provide a better understanding into a child's social and emotional challenges and the attainment of our student's post-high school goals. The social and emotional well-being of a student affects their ability to focus or engage. If not developed in a positive way it can further diminish a student's capability to learn and excel. Our School Family culture provides a built in "intervention" and as we grow as a family it will provide an even lower target in subsequent years. The College – Career metric documents the lifestyle choices of our students after attending The IMAG Academy. We believe it is important to celebrate and focus on their choices. Anything less than an aggregate 100% would provide us important insight and

reflection on how we may better connect with a student during their time at The IMAG Academy and may be re-connect after a student leaves our school.

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

Assessment is conducted at many different levels and will provide us with important information regarding individual students, as well as student cohorts and our school as a whole. It must also be noted that this plan, especially specific tool selection will be reviewed and possibly modified during our start-up phase with the help of our Leeward District Educational Specialist and first teacher hires in Feb-Mar 2017. This is to ensure our plan reflects any changes throughout our complex area and to ensure we've optimized it for our student population, metric objectives, decision requirements, and its practicality and cost effectiveness.

Diagnostic, formative, benchmark/interim, and summative assessments are done both informal and formally by grade level teachers. These will inform classroom level instructional changes and when shared within or across grade level they will inform decisions regarding student learning, as well as, possible teacher professional development.

With a more formalized viewpoint, our metrics were chosen for their focus on essential elements we believe to be critical to understanding if the goals of our instructional elements are achieved. Each metric will have an individual and cohort component to be used to make adjustments in an individual student's learning environment or within our teaching community and school organization. These changes would affect instructional decisions during the year as well as the following year regarding our methods, strategies, and specific or generalized details within our community-centered projects.

Although it takes all school members to ensure academic excellence, the instructional leadership team will consist of the School Director, Resource Teacher, grade level educators and students. Each will play an essential part in our student's academic growth plan, as well as provide input for adjustments to curriculum, teacher and staff professional development, parent engagement programs, and other organizational policies and procedures. The following table identifies the role and responsibilities of these stakeholders.

Position	Role	Responsibilities
School Director	• Create, maintain school level structures • Model the necessary mindset/culture, resources to support collection, analysis,	• Create, maintain data-driven decision culture • Provide resources • Cultivate collaboration

	and use of data within The IMAG Academy	• Ensure support when needed/desired • Provide support, coaching to educators
Resource Teacher	• Help identify the necessary processes to allow educators to excel in the collection, analysis, and use of data	• Provide insight to the school director and educators on instructional practices • Provide support and coaching to educators in accomplishing their responsibilities
Educators	• Provide a positive and engaging learning environment/space for students to learn, adapt and problem solve • Provide a positive and engaging teaching space for oneself and colleagues	• Determine objectives/goals • Identify info needed, collect data/info • Analyze data • Reflect on strategies & practices • Revamp instructional practices
Students	• Learn, experience, apply, adapt content knowledge and skills to solve concerns and take advantage of opportunities	• Acquire content knowledge and skills • Use strategies learned • Adapt to solve community concerns • Innovate to extend opportunities • Reflect and collaborate with teachers to ensure instructional improvement

Table 4.0 Roles & Responsibilities

There are key products that will be used within The IMAG Academy. Each student, in collaboration with their teachers, will create their Individual Achievement Goals and Learning Plan (I-AGL). These plans will outline personalized achievement targets and goals and identify accomplishments as part of each student's Evidence of Achieved Goals and Learning (E-AGLs) and will become a part of their Performance Achievement Record (PAR). A student, parents, and teachers will be able to quickly assess if a student is progressing as expected. Modifications to targets can be made and/or remediation, specialized instruction or accelerated learning strategies can be employed as needed.

As our metrics are being used to inform individual student's progress and benchmark accomplishments, the data will also provide insight into the achievements of both a student cohort as well as our school. Measurements will be compared to previous data points to determine if decisions in content or instructional strategies and methods have had an effect.

In addition, our teacher's will be using other interim, formative and unit summative assessments at each grade level and classroom. The use of the school-wide measurements may also be used by grade level teachers as multiple and various ways to assess a student's understanding of what is being taught and their individual accomplishments. In order to be able to provide consistency between classrooms and ensure a level of progress monitoring is being accomplished, grade level teachers will be asked to collaborate and determine a minimum baseline of assessments to be used across their grade level. In addition, specific curriculum based and teacher constructed assessments will be identified. At the bare minimum, teachers will be asked to identify interim formative and unit summative assessments for reading, writing and mathematics.

6. Instructional strategies. A clear description of the instructional strategies that the proposed school will use that adequately explains how these strategies support the mission,

The IMAG Academy will be a full-time face-to-face school focused on a student's mastery and achievements in acquiring real world and relevant knowledge, skills and capabilities. It is a school where everyone can do their best work as an individual or as part of a group. It will be an engaging, community-centered, project-based learning environment.

Our students will begin to make relevant connections of how the HCCS applies during our first week of the semester at our roundtable discussions. These connections will continue to morph and extend through the completion of our semester long school community-centered projects. These projects provide an engaging environment where students can transfer and adapt their knowledge and skills as they experience how their learning is relevant to the community around them. This added extension to our community brings a value-added connection to our learned subjects and the applied methods of business, art, science and engineering.

There are three main elements of our instructional framework that inform our strategies.
1. A safe and nurturing environment – A social-emotional and communication development foundation through the use of our School Family framework.
2. Academic rigor – Mastery of the Hawaii Common Core Standards (HCCS) and other appropriate content area and performance standards.
3. Real World Relevance - Critical transfer and adaptation of knowledge and skills through community-centered projects.

School Family

The foundation to our learning environment, teaching community and school organization is a safe and nurturing family culture. The strategies used to develop our student's social-emotional and communication development are modeling, social expectations, and authentic interactions between all members (educators, administrators, staff, other students, and parents) of the school family. Research has shown that a holistic educational environment with social, emotional and communication development at its core is well suited for our student population. As the foundation of safety and understanding is offered through our School Family construct, our student population is enabled to better meet high academic standards and expectations, as well as, the critical capability of adapting learned knowledge and skills in creating solutions to address community problems and opportunities.

The metaphor of a School Family is used as "a guideline to create a positive school climate that promotes optimal development of all children, staff and faculty" (Bailey, 2011; Creating the School Family). It builds on success for those students with a balanced family life and provides a sense of safety and belonging for those lacking successful relationships at home. As described

in Dr Becky Bailey's 2011 book, *Creating the School Family*, The School Family provides a universal "intervention" with the overall result of creating an optimal learning environment by

1. Optimizing the development of the brain for physical, social, emotional spiritual and academic success.
2. Strengthening or providing an invisible set of positive assets called family privilege.
3. Fostering connections so all members feel emotionally safe enough to experience conflict as a learning opportunity.
4. Providing safety, connection and problem solving opportunities, creating a bully safe place.
5. Utilizing everyday life of celebrations and conflicts as the social-emotional curriculum.
6. Integrating social-emotional learning into the teaching of academic standards
7. Bringing joy back into teaching.

The instructional strategies within the School Family framework are the Conscious Discipline's structures, rituals, language, and routines within every classroom and throughout the school. Conscious Discipline is based on child and brain development research that emphasizes modeling what you'd like student's to emulate. Its focus is for adults to become conscious of their actions and start to respond with respect to others and the children around them. Positive social interactions and relationships are the foundation to cooperation (Bailey, 2000; Conscious Discipline). These components create an environment where students are able to process their emotions and transform their inner states to allow their higher centers of their brain to engage. These foundational strategies listed below will be used within all classrooms. Training and coaching support will result in a more connected and relationship based learning environment enabling the students to self-manage, dramatically decreasing classroom management concerns. These structures and practices below also offer positive communication modeling allowing access to the higher centers of the brain.

- Brain Smart Start (Brain exercises)
- Kindness Tree (Kind acts)
- That was helpful notes (Noticing others)
- Celebration Chair (Valuing other's achievements)
- My Space (Safe Place)
- Wish You Well (Remembering absent members)
- Class/School Jobs (Everyone contribute-has value)
- Family Wall (Photos of class/school members)
- Class Meetings

Community Centered Projects

The Project Based Learning (PBL) instructional strategy is an essential element of our curriculum design. Integrating projects with challenging curriculum to our student's personal interest and community needs ensures learning has an educational purpose while providing deeper learning relevant to the real world. At The IMAG Academy, PBL comes alive through all elements of our instructional framework; Mastery of the Hawaii Common Core Standards, the critical adaptation of traditional subject area knowledge and skills through semester-long community-centered projects, and social-emotional, communications and relationship development. Project activities/events bring the real world into the classroom and ushers our students into the real world. The School Family structures, routines, and rituals provides the foundational

elements to building trusting relationships at all organizational levels, therefore enhancing our school-wide culture of leadership, mentorship, collaboration and IMAG decision-making. Our community-centered project based learning includes the nine essential elements of meaningful and academically purposeful projects as identified by the Buck Institute of Education. Each semester our students will spend the first 5 days focused on learning about a community concern or opportunity. Community guest speakers, field trips, and hands-on activities provide the basic foundation of how the different aspects of business, arts, science and engineering manifest itself within our society. At the end of the week students will have collaborated and composed a driving question that will anchor their next 5 months of work resulting in innovative solutions and products. Examples of these innovations are organizational brochures, websites, research findings, software and product prototypes, artwork and original narratives. Extensive reading, writing, data collection, interdisciplinary technology exploration, and presentations will be completed as students continue to make learning choices throughout the semester. Their growing knowledge and skills provide them with a more confident and supported voice to share what they find important.

Our daily extended blocks of traditional subjects like math, social studies, history provide students the time to experience how what they've learned can be adapted to the real world. Our afternoon project time integrates academic subjects with solving real-world concerns, enhancing their capability to problem solve, collaborate, communicate, and be creative and innovative in their thinking, decision making and final solution/product development. Informal and formalized feedback from peers, teachers, and community partners are part of our weekly schedule, ensuring our students time for self-reflection, further inquiry, and revision. Although, our student's decipher complex informative text, discover multiple primary resources, and collect, apply or adapt data in creating and developing solutions and products, the project culminates in students sharing their creations at a formalized gathering of community members, teachers, parents and peers. As projects are completed, exciting new opportunities and passions are uncovered by our new community-aware citizens.

Individual – Achievement Goals and Learning plans (I-AGLs) are developed for each student to ensure the proper focus and target benchmarks in academics, project work, and social-emotional and communication development are based on each student's strengths and needs. Initial evaluations will be conducted at the beginning of school through a variety of teacher observations.   Continuous formal and informal formative, curricular and interim and summative assessments will be built into our grade level pacing guides. These standardized and teacher selected assessments will be used extensively to guide the modification of a student's individualized goals and learning plans and the interventions to ensure the evidence agreed upon between our teachers and their students are completed.

Evidence of Achieved Goals and Learning (E-AGLs) will be collected to document a student's accomplishments and successes. These may include interim and summative scores, content based weekly checks, ongoing teacher observations and feedback, IMAG practices – Decision Making and Solution check sheets, kindness notes from a peer, photos of finished project items or a video presentation to a community partner. The only limitation to what can be considered

evidence will be based on the individualized I-AGL, determined by the teacher and student. These E-AGLs will signify benchmark accomplishments and targets and be held in a student's Performance Achievement Record (PAR). Upon reviews of a student's assessments to their I-AGL plan, interventions such as differentiated instruction, additional one-on-one or group time with grade level teachers and educational assistants may be warranted to ensure appropriate subject knowledge and skills are mastered and evidence shows improved achievement. The use of our FORE team may also be used in order for content and motivation to be provided across multiple levels of a student's learning and not just within one classroom.

Our school's community-centered projects incorporate the movement from a thinking continuum to the integration of an action continuum. Real world experiences and project learning will occur at multiple levels in order to enrich our concentration on not only the acquisition of knowledge, but its application and adaptation to creating innovative, mindful, accepting and giving solutions when facing unpredictable situations. This type of action focused movement fits perfectly in enhancing our mission capability to provide rigor and relevance to a student's "continuum of experiences".   More importantly, these strategies and methods ensure our students experience relevant and real world connections to their learning.

Critical to our project based learning is the added extension of being community-centered. The table below illustrates how integrating a project would extend a student's learning space and turn normal classroom exercises into a hands-on activity. But the examples go one step further. By adding a simple, but powerful focus, as identified by the highlighted words, projects will ensure our neighborhoods and community are brought into view allowing students to connect their learning to the applied matters of business, art, science and engineering while building intrinsic and extrinsic value or benefit for someone else within the school or community. These examples use The Wonders curriculum and attempts to answer the essential question, "What kinds of things can you find growing in nature?" There are many options that can be done within a classroom or across a grade level or the entire school.

Level	Possible project activity
Individual	Conduct research on the functions of different types of gardens in our community.
	Create products (poster, article, video, photo/drawing to tell others about findings in our community
Classroom	Investigate building a garden or redesigning and landscaping in an area of the school.
	Design and develop a communications campaign for the school to invite the community to an event.
School	Organized grade level work items are shared with the community through public gallery openings.
	Start a recycling program in the cafeteria and use segregated waste for vermicomposting
Community	Conduct tours and make presentations to invited school visitors
	Help organize a public event – sell or donate grown items; produce, flowers, plants, mulch.
	Reinvest any monies back into the community.

Table 5.0 – Community Centered Difference Examples

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

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

The IMAG Academy will follow the HI DOE graduation requirements as outlined for the graduating class of 2017. The total credits are 24.

Subject	Credits	Notes
English	4	#1
Social Studies	4	#2
Mathematics	3	#3
Science	3	#4
World Language or Fine Arts or Career & Technical	2	#5 #6 #7
Physical Education	1	#8
Health	.5	
Personal Transition	.5	
Electives – Any Subject	6	
Total	**24**	

Table 6.0 – Graduation Requirements

Notes:
1. English shall include English Language Arts 1 (1 credit), English Language Arts 2 (1 credit) and Expository Writing (0.5 credit).
2. Social Studies shall include Modern History of Hawaii (0.5 credit) and Participation in a Democracy (0.5 credit).
3. Math shall include Algebra 1 (1.0 credit), Geometry (1.0 credit) or e.g. two-year integrated Common Core course sequence.
4. Science shall include Biology (1.0 credit) and Laboratory Science Electives (2.0 credits).
5. Two credits in a single World Language. Credits must be taken in sequence with consecutive course numbers in the study of one language.
6. Two credits in a Fine Arts discipline: Visual Arts, Music, Drama or Dance. Credits do not need to be in a single discipline.
7. Two credits need to be in a single career pathway program of study sequence.
8. Required courses: PEP 1005 Physical Education Lifetime Fitness (0.5 credit) and Basic Physical Education Elective (0.5 credit)

Source: HI DOE website - http://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/GraduationRequirements/Pages/Graduation-Requirements-2016-and-beyond.aspx

GPA calculation: The IMAG Academy will use a Weighted GPA with the following points associated with grades. This weighted GPA scale will accommodate our growth to offer Honors, Advance Placement and Advance level courses at the high school level.

Regular Courses Scale – 4.0			Honors – AP – Advance Courses Scale – 5.0	
Grade	Weight		Grade	Weight
A	4		A	5
B	3		B	4
C	2		C	3
D	1		D	1
F	0		F	0

Table 7.0 – GPA Calculations

High School Diploma and Honors Recognition: A Hawaii High School Diploma shall be issued to students who meet the above minimum course and credit requirements (Board of Education Policy 4540, 10/4/2011). Honors recognition requirements will follow the current and established Hawaii State criteria.

8. Virtual and Blended Learning. These criteria are not applicable because the proposed school does not contain a virtual or blended learning program.

C. Special Populations and At-Risk Students

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

The IMAG Academy follows a full inclusion model that results in a comprehensive student services model of four levels. These levels are briefly described below.

Level 1 – Classroom Instruction and Project Facilitation – Our teachers will use individualized achievement goals and learning plans to ensure appropriate and instructional strategies to engage all students in their learning. In class instructional strategies and assessments will be employed by each grade level teacher to accommodate needed differentiated lessons.

Level 2 – Targeted Grade and School Level Interventions – Additional focused interventions will be employed within the classroom for students performing below grade level, at risk for academic failure or dropping out, and or identified as intellectually gifted. These would be done with assistance from other grade-level and specialty teachers. Co-teaching and teacher assistants will facilitate more appropriate pacing and guided practice to small groups and individual students. Subject area tutoring and/or after-school academic support programs and our FORE Team are available options at this level.

Level 3 – Community Program Enrollment – Community sponsored, on-campus programs may provide additional after-school, intersession and transition support for our families. This level of additional programming would assist all students to have extra time in a formalized, but less academically structured environment. In addition, it would be especially advantageous for our disadvantaged and gifted students in their quest for self-efficacy and leadership opportunities. For example, creating an accepting environment before and after school hours for our homeless students would be especially helpful in setting a foundation for learning and growing during their academic day.

Level 4 – DOE Specialized Services –Special services will be provided by the appropriate departments of the Hawaii DOE determined by the appropriate and legal referrals and resulting evaluations. Interventions would include 504 services, English Language Learner programs, and special education services.

In summary, a teacher's initial and on-going formative assessments and student collaborations will guide the specific instructional strategies amongst those already discussed within our classrooms and help to identify other program services that may be needed. Through our research of the public school student demographics within the area, we've been able to better understand our potential student body's needs and have set up a number of Level 2 and 3 programs in order to be proactive and have a structure in place to be able to readily respond when needed. Two examples are our FORE team and community-wide Transition Program for Kindergarteners and 7th graders.

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

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

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

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

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

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

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

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

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

Attachment B provides a number of school specific information that was used to determine our student body's needs and characteristics. Each group's information will be presented in the table below to be followed by an associated narrative.

School Level	Special Needs % - # of Students	ELLs % - # of Students	Academic Failure % - # of Students
High	10% - 30	11% - 31	57% - 171
Middle	9% - 20	23% - 52	64% - 144
K-5	8% - 31	28% - 109	70% - 273
Total @ Capacity	**81**	**192**	**588**

Table 8.0 – The IMAG Academy Projected Student Numbers

Special Needs

The total number of Special Needs Learners is projected to be approximately 81 students at capacity. The aggregate percentage of students are presented in the table above, alongside the actual number of students we are expecting in each school level at capacity. Our information is taken from each school's School Status and Improvement Reports of SY 2014-15

In addition to the School Family structures and instructional practices within the classroom, The IMAG Academy will be employing three grade level teachers and one teacher assistant for each grade; this would allow for more differentiated lessons, one-on-one or small group time. This type of manning will also allow for co-teaching to exist as well, allowing a variety of innovative instructional strategies to be used enabling our teachers to accommodate all types of learners, to include under-achievers as well as gifted and talented.

The methods used to identify potential students with special needs will be based on several possibilities; a referral from a teacher, counselor, or administrator. In addition, the referral must be triangulated with several pieces of evidence supporting the requester's concern. The student or parent may also request an evaluation/referral. Currently, these requests will be coordinated and managed by our Student Services Coordinator (SSC) and forwarded to our DES. Evaluations will be coordinated through our SSC and classroom teachers and parents will be notified as required; permission to evaluate, etc. We have several layers of strategies to ensure a continuum of services is provided, which is available to all students. One critical element to our instructional framework is our School Family. Our School Family will not only help to create a mindful, accepting, and giving learning environment, it will also provide social-emotional and communication development structures in all classrooms and across our school. Through the structures, rituals, routines and language used in the classroom and across the school, all students will experience a sense of value and belonging.

At the school organizational level, a Counselor, Social Worker, Curriculum Resource Teacher, Student and Parent Coordinator and Student Services Coordinator will be on staff to assist teachers, students and parents with any type of special requests. Our FORE teams are part of Level 2 of our support system and provide a structure for our professionals to collaborate with a focused look at each student. Individually or as part of a FORE team, these professionals will be available to all students.

In addition to personnel manning decisions to ensure professional and expert personnel are available, our use of instructional practices include different instructional strategies to work towards and assist in students acquiring the appropriate level of HCCS mastery. More importantly, community-centered projects will ensure experiential connections are made to learned knowledge and skills. These real-world and hands-on activities are another way to provide a continuum of services regarding differentiated instruction.

Depending on the IEP or 504 plan, another policy and structure we have put in place is that every child will receive and keep a Performance Achievement Record. This record holds two types of documents. The first is an I-AGL or an Individual Achievement Goals and Learning plan.

This will be in addition to a IEP/504 plan. The other part is made up of pieces of evidence of achieved targets and milestones called E-AGLs or Evidence of Achieved Goals and Learning. These pieces of evidence are determined in collaboration between the student and teacher. This holistic view ensures we appreciate and consider all types of accomplishments.

English Language Learners

The total number of English Language Learners is projected to be approximately 192 students at capacity. The aggregate percentage of students considered to be English Language Learners are presented in the table above, alongside the actual number of students we are expecting in each school level. Our information is taken from each school's School Status and Improvement Reports of SY 2014-15

In addition to the policies and structures discussed for all students, we will support our ELL students through employing and professionally developing teachers and teacher assistants trained in ELL certified strategies. We feel it is very important to ensure our program and associated processes provide quality services from the first day of school, we will continue to work closely with our Leeward Complex are ELL educational specialist, Mr Greg Uchishiba.

Our program will consist of the following 4 elements.
1. Early and appropriate processes to assessing a student's language proficiency
2. Placing our students in the program to receive services
3. Exiting a student from the program
4. Ensuring the appropriate monitoring is done

Once identified, the student will become part of a team and will be continually assessed of their ability in acquiring English at a productive level. The curriculum materials we've selected also have ELL components that can be used if necessary.

Students at Risk for Academic Failure

The total number of At Risk students is projected to be approximately 588 students at capacity. The aggregate percentage of students considered to be at risk for academic failure is presented in the above table alongside the actual number of students we are expecting in each school level. Our information is taken from each Waipahu Complex area school's School Status and Improvement Reports of SY 2014-2015. We used the percentage of students in the Free and Reduced Lunch Program as an indication of being socioeconomically disadvantaged. We've listed homeless students in this category, but realize they may require slightly different or additional services to include, but not limited to counseling and other Level 3 support services.

In addition to the School Family structures and instructional practices, within the classroom, The IMAG Academy will be employing one Teacher Assistant for every three teachers; this would allow for more differentiated lessons, one-on-one or small group time. Also at the classroom level is the number of teachers at each grade level. In order to provide a supported and supportive teaching community, three teachers will be teaching at each grade level. This type of manning will also allow for co-teaching to exist as well, allowing a variety of innovative instructional strategies to be used enabling our teachers to accommodate all types of learners, to include under-achievers as well as gifted and talented.

At the school organizational level, a Counselor, Social Worker, Curriculum Resource Teacher, and a Student and Parent Coordinator will be on staff to assist teachers, students and parents with any type of special requests. Individually or as part of a FORE team, these professionals will be available to all students.

In addition to personnel manning decisions to ensure expert personnel are available, is our use of instructional practices that include different instructional strategies to work towards an appropriate level of HCCS mastery. More importantly, community-centered projects will ensure hands on connections are made to learned knowledge and skills. Hands-on and project activities are ways to provide a continuum of services regarding differentiated instruction.

Preschool Attendance/School Readiness

Although information regarding pre-school attendance has not been included within a school's SSIR since 2012 & 2013 school year, we found these percentages to be helpful in possibly understanding our new families and student's needs. We believe, based on these previous numbers, the percentage of students having attended preschool will be approximately 30-40% of our entering Kindergarteners. This figure suggest that anywhere from 60-70% of our students will be attending a formalize school for the first time. This figure is the lowest percentage in comparison to the rest of Oahu complex area which seem to range from about 50% to well over 89%. This type of readiness issue can pose problems if not addressed in a proactive way.

Our School Family framework and all of our normal policies, instructional strategies, and personnel support resources will also accommodate a youngster new to the school setting. With that said, it may be essential for our Kindergarten students to attend a transition program during the summer. We will be ready to accommodate 36 to 42 new students sometime before the opening of our normal school year.

If funds or personnel are not available, another option would be to focus our first couple of weeks on connecting with our new and excited youngster and use this time to acclimate our newest school family members with acceptance and love. We must also realize that this transition will not only be for our students, but their primary care provider as well. Our Student-Parent Coordinator will be able to provide support and resources when needed. We have found that communication flow is the best policy during this time and a special program will be developed for this special group of parents and guardians. This realization will also lead us to possibly seek a pre-school authorization through the HI DOE P-20 program to have a public school funded location in the future.

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

Our School Family structures, project-based practices, and staffing structure enhances our strategies for all students in all special populations. Hands-on learning, differentiated lessons,

one-on-one and small group collaborations are some of the common strategies we will use. In addition to teacher-focused resources, the following school-wide programs may be especially helpful for those performing under grade-level.

Student Tutoring and Reading Programs – Through in-class centers and small groups, peer or higher-grade tutors/readers provide one-on-one assistance.
Homework Watch Groups – Students are able to participate in homework reviews and discussions on Wednesday mornings. Students are able to ask and answer questions about homework and other problems.
FORE Teams – These specially created teams of school professionals are brought together to provide a holistic view and options that can help student's work to align across all subject and educational areas.

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

As in accommodating students' needs in achieving grade level academic success, accelerated learners and gifted and talented students will also require our additional attention and a continuum of services. As suggested by our Leeward Complex Area Educational Specialist concerned with giftedness, we expect approximately 5% of our students to be identified as "exceptional students".

Project experiences will provide all students with the opportunities to lead, mentor, collaborate, and to find and develop creative solutions. In addition, our gifted and talented students and others showing potential for additional responsibility will have ample opportunities to excel as leaders and managers of projects and grade or school level programs (ie student tutoring and reading programs). These student programs would be guided by our student/parent coordinator and in collaboration with classroom and resource teachers. These opportunities would be captured within their individualized plans. A FORE team may also be called together to provide additional opportunities within and outside of the academic day.

An additional resource that may be helpful above and beyond what we've already created is partnerships with local business to offer internships and possible enrollment at the local West Oahu University or community college through either an Early College Program or an early entry agreement.

D. School Culture
1. <u>Beliefs, attitudes, traditions, and behaviors.</u> A clear and coherent description of the shared beliefs, attitudes, traditions, and behaviors of the proposed school community, and a detailed plan describing how these shared beliefs, attitudes, customs, and behaviors will be developed and implemented and create a school culture that will promote high

Stated within Section II.A.2 Academic Philosophy, our values guide what we believe and our attitudes it presents itself as a foundational element within our school culture and transcends our focus areas, desired outcomes, daily/weekly schedule, and even the challenges we will tackle. Our school culture of leadership, mentorship, collaboration, and IMAG decision-making has been built into our school via our vision, mission, values and the surrounding organizational structures. It is ingrained within the school's design, chosen instructional framework, school-wide structures, strategies, practices, metrics, policies, and processes, ensuring we continue to create, implement and maintain our chosen culture.

We know how important it is to systematically and decisively sustain our school culture and have found a research based framework called the School Family. It consists of school and classroom structures, rituals, and routines bounded by effective communication language and practices requiring higher level thinking. This school-wide framework results in positive relationship building amongst all school members and develops a sense of belonging, self-value and ownership. In turn each member feels supported and acts to support others.

Creating a School Family of acceptance and connection allows the genius in everyone to exist. Through these positive relationships, members will strive to collaborate with others. Our school personnel will be role models for all to experience and want to emulate. As members grow in their ability to choose respect-filled thinking, choices and behaviors, our reward will be the social, emotional, and academic success of our students, families, staff, and partners.

Our culture supports our mission in uncovering a person's social and academic strengths through individualized achievement goals. Everyone will be able to understand these goals and gather a student's academic and social accomplishments as Evidence of Achievement Goals and Learning (E-AGLs) throughout the year--tangible pieces of proof always to be celebrated.

Our school culture is maintained through our daily schedule, community partners, physical classrooms and schoolwide practices. For example, our Wednesday lunch schedule fosters time with peers, family and community partners in an academic setting based on a sense of value and belonging which support critical thinking, collaboration and problem solving. Our specific practices will remind all of us how to notice others helpful actions, wish each other well, behave calmly and respectfully, become a valuable member of the group, and celebrate individual and group accomplishments.

Our community centered projects act as an essential connector of a student's learned knowledge and skills to relevant community concerns and opportunities.   By integrating academics with mindful behaviors, everyone experiences the opportunities and benefits from innovative accomplishments as connections are made by our student's hearts and minds. Here is a list of school practices that assist all school members to be contributors as well as consumers in creating, implementing and maintaining our culture.

a.   Student and teacher collaboration results in an individualized goals and learning plan.
b.   Our Wednesday morning staff meeting is dedicated time to collaborate.
c.   Our daily schedule provides long blocks of time for hands-on and collaborative activities.
d.   Community centered projects and community time provides a multitude of natural and composed opportunities for IMAG leadership, mentorship, collaboration, and decision making.
e.   Student project presentations provide a sense of ownership and evidence of ongoing peer, teacher and partner collaboration, mentorship, and leadership.
f.   IMAG behavior and solution standards provide guidance on problem solving, action taking, solution options and choices.
g.   Collegiality, collaboration and mentorship opportunities amongst grade-level teachers are fostered by having multi-teacher grade levels.
h.   Our student –parent interactive program provides activities and events to engage students and parents in a relationship building opportunity. For example our "take home" backpack kits are filled with fun activities (games, puzzles, searches, conversation triggers, etc) tied to academics and a chance for students and parents to engage.

2.   <u>Social, emotional, behavioral, and physical health.</u> A sound plan for developing a proposed school culture that is conducive to a safe learning environment for all students and how the proposed school will adequately identify, assess, monitor, and address the social, emotional, behavioral, and physical health needs of all students on an ongoing basis.

The plan to developing our school culture of leadership, mentorship, collaboration, and IMAG decision making has already been put in place through the design and implementation of our instructional framework and supportive school organization. The classroom and school structures and school specific goals will ensure the needs of our school members are an on-going focus. We have identified three school measures as presented in Section III.B.5 Curriculum and Instructional Design to help us to identify, assess, and monitor the academic, social emotional and the resulting behavioral and physical health of our students.

School Goal #3 helps us to focus on a social emotional health as required for academic success. The use of a formalized tool (BASC-2) will strive to identify students with a higher risk for behavioral concerns, enabling more focused learning (intervention) to take place.

School Goals #4 and #5 support our community centered learning as it focuses our students on being innovative, mindful, accepting, and giving in their decision making process and in their solution selection. It evaluates their thinking and resulting choices.

In addition to these school goals, our decision to use community-centered projects and our School Family framework builds and creates an environment of high expectations of safe and nurturing relationships amongst all members. In addition, respectful, specific language is taught and used to help students assertively use their words with others in resolving hurtful situations.

The model below depicts the elements of our instructional framework in relations to each other. As we start with our culture, it sits upon the foundational School Family framework. The

School Family framework provides the rituals, routines, structures and language to implement, maintain and sustain our culture. Our culture then provides the support to our students to master content and performance standards and perform well at our community centered project based learning. As we learn more, our culture is strengthened and perpetuated.

Diagram 2.0 – School Organizational & Academic Model
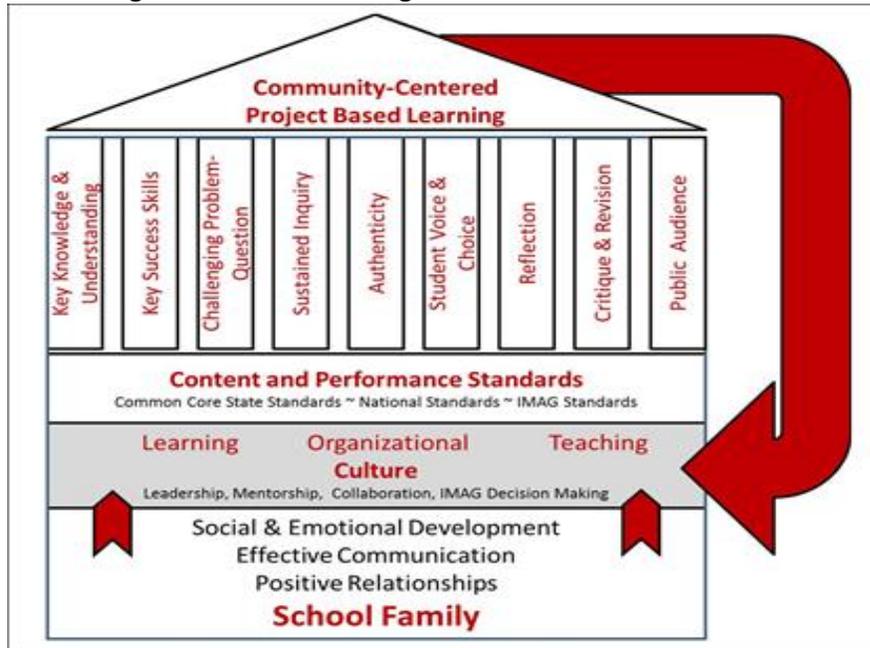
3. <u>Exposure to post-secondary education and career opportunities.</u> A reasonable and sound plan for the school culture and staff that will intentionally expose students to post-secondary educational and career opportunities at all grade levels. The plan must identify the curricular or extracurricular programs that will provide students with access to college or career preparation and include research-based evidence that these programs increase educational aspirations for the anticipated student population.

Our plan to intentionally expose our students to post-secondary educational, career, and lifestyle opportunities starts with our mission and is ingrained in the design and resulting instructional framework of our school. Our plan comes alive within our daily/weekly and school schedule. Community project time every afternoon and lunch with mentors and family on Wednesdays affords opportunities for students to talk about educational and career opportunities with community members. Some afternoons may also be used to conduct research relevant to class and school projects which may include gathering information about applicable careers and/or post-secondary requirements.

Our community centered projects used at all grade levels ensures and enhances relevant exposure and experiences with careers and post-secondary education students may find interesting.   These purposeful connections to meaningful opportunities within our communities serve as real world lessons in learning and interacting with those in careers and professions are available to each student.

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

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

5. <u>Student Discipline.</u>
   a. A clear description of the proposed school's philosophy on cultivating positive student behavior and a student discipline policy that provides for appropriate, effective strategies to support a safe, orderly school climate and fulfillment of academic goals, promoting a strong school culture while respecting student rights.
   b. Legally sound policies for student discipline, suspension, dismissal, and crisis removal, including the proposed school's code of conduct and procedural due process for all students, including students afforded additional due process measures under IDEA.
   c. Appropriate plan for including teachers, students, and parents or guardians in the development and/or modification of the proposed school's policies for discipline, suspension, dismissal, and crisis removal.
   d. Legally sound list and definitions of offenses for which students in the school must (where non-discretionary) or may (where discretionary) be suspended or dismissed.

At the core of the School Family framework, children are seen as capable human beings and discipline as being conscious guidance from another. This definition allows us to view problems as learning opportunities and a way to acknowledge someone's call for help through their behavior. With our School Family construct at our foundation, we will apply and teach the language of understanding and love via modeling, routines, and classroom structures in order to develop a student's social and emotional intelligent behaviors.

We believe in the intent of the Hawaii Board of Education's rules on Student Misconduct (commonly referred to as Chapter 19) to keep all students and school personnel safe. All students, to include those students with special needs and/or disabilities, have rights and the control of their situations, especially during disciplinary actions and proceedings. Mindfulness of all involved will be essential. The procedures for due process and appeal when a student is suspended or expelled as a result of a violation to the code of conduct will be followed as outlined within the HI BOE's Chapter 19.

In addition, additional due process procedures under the Individuals with Disabilities Education Act (IDEA) will be followed to include, but not limited to notification and receipt time lines, resolution processes, and meeting requirements. The evaluation of this process will be reviewed during the start-up phase and on a periodic basis to ensure our policies are in alignment with the IDEA law and Hawaii BOE guidelines.

Offenses leading to suspension or expulsion and the list of offenses that the school must (non-discretionary) and may (discretionary) have a student suspended or expelled are used as listed and defined in Chapter 19 of the HI BOE's rules of Student Misconduct. The offenses identified as

non-discretionary are those that can result in the very next act being fatal, therefore the safety of all school and community members must be protected to the fullest ability of our staff.

E. Professional Culture and Staffing

1. Professional Culture

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

Our plan to create, implement and maintain a professional culture that contributes to the success of our learning environment, teaching community and school organization started with the acceptance of our mission. It started to take shape with the design of the school and our focus on an engaging learning environment and a collaborative teaching community. It was obvious, that teachers were our most important touchpoint. Therefore teacher voice, collegiality and collaboration within a supported and supportive organization were essential elements of our desired professional culture.

We've started to implement our professional culture with our personnel staffing structure decisions. Having three teachers in each grade sets up an environment capable of providing unlimited opportunities for leadership and mentorship. As a group, the strengths and interests of each teacher will make for a stronger team at each grade. Along with our multi-teacher grade levels, it will be essential for our school organization to support an open flow of communication, decision making and idea development. It will continue through our hiring process, induction and mentorship programs.

As we attempt to keep information flowing between all school members, we feel the following structures we have put in place will help to maintain it.

- Daily planning period
- Weekly staff meetings
- On-staff support personnel
- Multi-teacher grade level collaboration

- Individualized evaluations
- School Family Framework
- Schoolwide community centered projects
- Teacher Advisory Group

All of these structures attempts to provide venues for our staff to maintain a positive professional culture that enables their needs, wants, and ideas to be readily and easily heard by peers and our school leadership team. As important, teacher collegiality is known to attract prospective teachers, as well as aid in teacher retention. Although each structure must be assessed for its effectiveness in a multitude of areas, we will track our turnover rates as well as request individual and group feedback to assess our success.

b. Academic challenges due to poverty and lack diversity. If a high proportion of economically disadvantaged students is a part of the anticipated student population, a clear description

The culture of The IMAG Academy ensures we are mindful, accepting, and giving when it comes to our entire School Family. This type of holistic view is perfectly suited for our student population because it focuses on creating a safe and nurturing space for all members across the entire school campus and community.   At capacity, we will be expecting approximately 185 students to be English language learners. In addition, 583 of our 915 students will be at risk for academic challenges due to their disadvantaged socioeconomic status. These types of high numbers informs us of how important social emotional learning will be to communicating high expectations to our students as respected and valued members of our School Family.

The School Family is unlike other character education or positive behavior reward programs. It is comprehensive, and inclusive of all members of our family. Creating the IMAG culture, the School Family framework will ensure each child is viewed and supported at whatever academic or social level they may be at. When a family views each member as unique vs as a unit of a disadvantaged group, each person will be accepted and given what they need to succeed. Our culture is no different and because we are a professional organization facilitating the transfer and adaptation of knowledge and skills, we have created concrete structures to ensure each student is given what they need, when they need it. For example, every child will have an Individual-Achievement Goals and Learning (I-AGLs) plan to ensure each student's needs are outlined. A student's accomplishments are gathered as evidence of their achievement goals and learning (E-AGLs) helping everyone to work with a student.

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

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

2. Professional Development

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

The goal of The IMAG Academy is to provide the environment for all members to flourish and be empowered by enabling the acquisition of the proper level of knowledge, skill and decision making. We believe our professional development efforts must result in improving a member's personal and/or professional growth, therefore each person must receive on-going support and coaching when and where needed. Our decisions to provide training and professional development will incorporate information received from observations, discussions, and metrics. In addition, requests supported by documented data from our staff will be taken to help better

understand what our teachers may view as important and needing assistance to improve. With support personnel on staff and multi-teacher grade levels, professional development will take the form most appropriate for the situation; whole staff development, individual, grade/level/course teams or on-going instructional coaching.

The format or forum of the training and support will be driven by the reason and level of the professional development needed. In fact, due to our focus on providing a supportive organization, we may start with our resource teacher providing individual instructional coaching to one teacher and it resulting in a whole staff development program due to further observations and grade level team discussions. In addition, we believe professional development is most effective, especially over the long term, if personal and professional improvement has a continuous and built-in support system.

There will be many ways to evaluate professional development efficacy and will be dependent upon the type of training and the after-training support systems. In most cases, and in addition to publisher developed evaluations for externally produced and/or delivered training, the very topic identifiers could serve as indicators of training efficacy. For example, if training and/or support was identified as needed by an upward trend, than we would be looking for a downward trend in the same metric to signify improvement that could be attributed to training or other professional development efforts. Feedback, observation, and evaluation results will also be used to determine the efficacy level of our professional development.

Before the end of each school year, an annual professional development schedule will be created to capture our focus and communicate our targets to all of our staff. Professional development topics will be identified a number of ways in order for teaching, learning and school performance improvement. For instance, professional development may be required at any or all organizational levels due to a teaching, learning or organizational change or a decision. Topics will be identified through a school, grade or individual need by, but not limited to the following ways.
1. Changes to an existing framework, strategy, policy, and/or procedure
2. Decision to use a new or unfamiliar framework, strategy, policy, and/or procedure
3. Implementation of a new or changes to higher level government mandate
4. Cohort and school wide measurement changes or undesirable trends
5. Individual evaluation system observations and results
6. Student behavior and achievement trends
7. Peer and/or supervisor observations and feedback
8. Documented self-evaluations/reflections or action research

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

There are many built-in structures at The IMAG Academy to ensure leadership and professional development opportunities can be taken advantage of. It may take the form of one-on-one discussions, informal classroom observations and feedback, formal collaborative discussion groups, or part of a personnel effectiveness evaluation system. Our multi-teacher grade levels, daily teacher planning period, support staff (teacher assistants, resource teacher, project coordinator, parent coordinator), and our daily/weekly schedule allows for teachers to take advantage of professional development opportunities on a daily basis.

Our Wednesday morning meetings will be a formalized meeting that will include opportunities for professional development to take place. This time in our schedule is hardwired to ensure areas needing focus will be given appropriate time.

Daily leadership opportunities for our teachers are made available through our personnel staff structure. Multi-teacher grade levels and teacher assistants will require teams to communicate and collaborate. A teacher's interest or strengths can be fostered via mentorship and leadership opportunities. As observers, our resource teacher and school director can provide formalized or informal feedback. In addition, as the group focuses to solve concerns for a specific student, our FORE team program also provides opportunities to lead, mentor, collaborate and learn from others.

Induction Program

Our personnel induction program consists of five elements and is summarized in the table below. Elements take place at different times during the program. Familiarization training is presented in more detail in **Attachment BB**.

Induction Program Elements		
	Element & Timing	**Brief description**
1	Familiarization Training Initial hiring	School orientation, hands-on training, content subject area reviews, in class prep and support
2	Grade level Collaboration Quarterly	Discussions to address new hire or grade-level classroom concerns
3	Mentor Discussion Quarterly	Assigned during familiarization training
4	Classroom observations Quarterly or Semi-Annual	Observations by resource teacher and/or school director
5	Annual Evaluation Annual	Initial assessment, collaboration and plan or action, observation & feedback, reflection, evaluation

Table 9.0 – Induction Program Elements

c. **Yearly schedule.** A clear description of the expected number of days or hours for regular professional development throughout the school year that includes an explanation of how the proposed school's calendar, daily schedule, and staffing structure accommodate this plan; the time scheduled for common planning or collaboration; and an explanation for how such time will typically be used. The description must identify ways the professional development scheduling conflicts with Master Collective Bargaining Agreements, explain any specific amendments that may be needed through supplemental agreements, and

Presented below, our yearly and weekly schedule accommodates a variety of professional development time for our teachers; planning/collaboration time, dedicated professional development days and a weekly Wednesday morning meeting.

Planning/Collaboration Time

As required and due to our long blocks of learning time, our teachers will receive planning or collaboration time of either 65 or 75 minutes per day. Our teachers would be able to use this time for a variety of tasks or activities;

1. Connecting and extending lesson objectives to classroom, grade or school level projects,
2. Developing differentiated lessons for a specific student or group,
3. Creating new center activities to reinforce a previous lessons that didn't go as planned,
4. Reflecting on a previous lesson that uncovered unexpected and exciting new viewpoints and project possibilities.

In addition, collaborations, co-teaching and/or classroom instructional practice or observations could be coordinated with other teachers (same or different grade level), our curriculum resource teacher or school director.

Dedicated Professional Development Days

The expected number of dedicated professional development days and hours equates to 18 days or 126 hours in a school year.

1. 17-28 July 2017 (Prior to School Year) – 70 hours
2. Teacher Institute Day (TBD) – 7 hours
3. 4-5 January 2018 (End of Winter Break) – 14 hours
4. 25 May – 1 June 2018 (End of School Year) – 35 hours

We believe the specific amendment that may be needed within a supplemental agreement is an extension of the length of the day for teachers. This would require approximately a 2.63% increase in our teacher's salary based on a 35/1330 calculation for the extra days.

If we are not able to negotiate our ideal proposal, we would be prepared to learn and discuss a schedule or other options that would be acceptable in order to provide the necessary professional development prior to the school year.

Weekly Professional Development Meetings

In addition to dedicated days throughout the school year, our regular weekly schedule accommodates our desire to have 1 ½ hours of professional development on Wednesday mornings.

This would require teachers to have a 7 ½ hour day once a week and require a request for an extended day amendment in a supplemental agreement. If this specific amendment is not approved, we would cut our Wednesday morning meeting times to 1 hour, reverting our teacher's day to the allowable 7 hours.

At this time, The IMAG Academy will be anticipating supplementary professional development. We plan on having 10 working days of school orientation and professional development prior to the start of the school year. For year 1 it is planned for 17-28 July 2017 (based on a planned school start date of July 31, 2017). At this time, we believe 5 of the 10 days would be considered an extension of our teachers work hours. If allowed, we would also request

additional days at the end of the year. In addition, we believe since this training is mandatory for our employees, a stipend can only be used for volunteer professional development, therefore other options will be investigated.

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

During the startup period, professional development will be coordinated and authorized by the School Director, if the costs are within the governance policy guidelines. Due to the volatility of the startup period, communication will be key and any deviation from our agreed upon budget will warrant notification to the Governing Board of the desire to re-allocate budgeted monies.

During the course of a normal school year, staff will identify their professional development requests prior to the end of a school year. The School Director will review and analyze the requests against state and school-wide initiatives/goals and any of the topics that were identified from data trends across cohorts or at the school level that may require professional development monies. Due to a privileged position, our curriculum resource teacher will also be asked to provide recommendations for individual, grade or school level training, coaching, and support. A professional development plan will be developed with mid-year requests to be authorized based on applicability to the overall goals of the school and the alignment of the request to these goals, and available monies.

In addition to our own funds programing received from our per seat funding, the following are possible professional development funding sources:
1. Title II-A: Teacher and Director Training and Recruiting Fund
2. Title II-D: Enhancing Education Through Technology (EETT)
3. Title V-A: Innovative Programs
4. Private sponsorship and donations
5. Special programs via our University System
6. HI DOE provided trainings

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

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

b. Staffing rationale. A description of a reasonable rationale for the staffing plan, as demonstrated in the staffing chart, that clearly explains how the relationship between the proposed school's leadership or management team and the rest of the staff will be

managed and includes justifiable teacher-student and total adult-student ratios for the proposed school.

Our rationale for our staffing plan is driven by our need to create a safe and responsive learning environment, a supported and supportive teaching community and an effective and responsible school organization. Each provides important components for our school to be able to fulfill our mission in creating the necessary continuum of experiences and connections to our community. To illustrate our plan, each position was placed under an area of the school (learning, teaching, organization) it most supported. The staffing plan allows us to ensure the proper level of support is planned and budgeted. The following positions are in direct support in providing both academic and social emotional support to our students and classroom teaching staff. We feel collegiality amongst teachers in the same grade is very important, therefore we have decided to have 3 classes and 3 teachers per grade. We feel this would ensure a 360 degree wrap around support system of mentorship, leadership and collaboration for all school stakeholders. Economically, it would also ensure grade level resources to enhance our ability to design, develop, implement, and evaluate curriculum and program requirements.

1. Learning environment – Classrooms

1. Teachers-Core subjects
2. Education Aides and Teacher Assistants
3. Teachers-Specialty subjects
4. Teachers – ELL

We will have a relatively smaller class size than most public schools. The number of teachers per student will be 1 to 20 in grades K-3 and 1 to 25 in grades 4-12.

All school levels will have 3 teachers per grade to ensure collaboration and mentorship capabilities. In addition, we suspect a wide range of learning capabilities and styles across our student body, therefore we have already budgeted for 1 educational aide/teacher assistant to augment each grade level. We believe this upfront staffing decision would better enable co-teaching, small group, individual attention and hands-on activities with programs like read aloud programs, one-on-one math remediation and instruction.

Specialty subjects will be taught by additional teachers focused in their respective subject areas. As important, we have budgeted for ELL focused teachers to augment the normal teaching staff and will increase over time accordingly.

School Level	Estimate of % of ELL	Year 1 # of students/ # needing ELL Services	Year 2 # of students/ # needing ELL Services	Year 3 # of students/ # needing ELL Services
Elementary	25%	60/15	120/30	180/45
Middle/Intermediate	17%	150/25	150/25	150/25
High School	9%	0	75/7	150/14
Total needing ELL Services		**40**	**62**	**84**

Table 10.0 – The IMAG Academy ELL Student Numbers

The secondary school level will require teachers with a variety of subject area expertise to ensure course offerings are met.

2. Teaching Community – Teacher Support

1. Curriculum Resource Teacher
2. Teachers – ELL
3. HI DOE Special Services Teachers
4. School Director
5. Counselor
6. Projects Coordinator

In addition to those educators directly supporting the learning environment at each school level, there are several positions that will create the necessary teaching community to ensure a 360 degree wrap-around support. The wrap-around concept of professional development ensures training, coaching and assistance occurs when and where needed, therefore delivered throughout the year. The Curriculum Resource Teacher/Leader will work with and support teachers with any curriculum and instructional concerns to include providing classroom observation, coaching and mentorship. The School Director holds to position of setting the stage for teaching excellence and will be able to support classroom teachers with resources, observation, feedback, coaching and collegial support.

Collaboration within our teaching community will require guidance and support from ELL focused teachers, HI DOE Special Services Teachers and our Projects Coordinator. Counselors will provide one-on-one support to our students regarding their personal and academic needs.

3. School Organization

1. School Director
2. Business Manager
3. Projects Coordinator
4. SASA
5. Student-Parent Coordinator (Family Services)
6. Admin Services - Reports
7. Account Clerk
8. IT Support
9. Facility-Security Operations

As important, organizational operations and governance requires more than the right policy development and implementation, but the right people to maintain and sustain the quality of the processes and procedures. In support of maintaining the school organization that creates a thriving learning environment and teaching community is our School Director. A smooth running operation helps everyone focus on what is the most important; the academic and social development of our students.

As the school enrollment grows and the added complexity of a high school, additional leadership and clerical positions have been added to ensure the "back of the house" operations continue to be effective and accountable. A Business Manager will be part of the team from the very beginning to ensure our funds accountability, policies, and processes are developed with the proper level of checks and balances. As the business operations become more complex, clerical assistance from an accounting clerk and administrative services position will aid the School Administrative Services Assistant (SASA)

The Project Coordinator – A Project Coordinator would provide support to the School Director and teachers in coordinating with community partners and teachers the details of our

community centered projects. With the support of the Student Parent Coordinator, this position would responsible for our community partners and our community meetings/lunches. Student – Parent Coordinator - As we are family driven, we felt a dedicated person to support our students and families will be essential. We felt this position would be listening to our families and working with the director to bring fun, academic, learning programs to the school.

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

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

4. Staffing Plans, Hiring, Management, and Evaluation

a. **Recruitment and hiring strategies.** A clear description of the proposed school's recruitment and hiring strategy, criteria, timeline, and procedures that are likely to result in a strong teaching staff that meet "Highly Qualified" requirements in accordance with the Elementary and Secondary Education Act ("**ESEA**") and are well-suited to the proposed school, including other key selection criteria and any special considerations relevant to the proposed school's design. The description must also explain strategies, including compensation packages, that are likely to attract and retain high-performing teachers.

A well-suited school staff is an essential element in accomplishing our mission and succeeding in our vision. Our recruitment and retention strategies start with building and maintaining our organizational culture and the resulting policies and procedures on creating a positive and professional working environment for all personnel. Our recruitment, hiring, and support decisions are highlighted below.

Recruitment and Hiring process

An essential practice to attract and retain high-performing employees is by recruiting people that believe in our vision, mission and instructional framework. For example, having and sharing the hiring criteria with all interested applicants early and during recruitment, will help to ensure each person understands their importance in the organization, both as a teacher and a team and family member. Upfront communications is critical within the recruitment and hiring process and as it extends into the school's work environment.

All personnel will be in close proximity to children and therefore will be required to be of reputable and responsible character. All perspective personnel will be required to pass screening checks to ensure no history or background is found involving circumstances indicating possible risk to the health, safety and/or wellbeing of children. Criminal and employment history records, and background checks, to include fingerprinting will be used.

Organizational Support Structures

The strategy for attracting and retaining high-performing teachers has begun with building The IMAG Academy to deliver the appropriate learning environment, teaching community and school organization based on our vision, mission, and instructional strategy and school culture of leadership, mentorship, collaboration and IMAG decision making. This includes ensuring the

structures, routines, processes, and policies that support our educators, school and culture are in place and thriving. From our daily/weekly schedule to our staffing plan and professional development and interactive evaluation, every organizational decision is made to provide our teachers and staff a supportive working environment.

Compensation Packages

In most cases, salary ranges will be guided by the appropriate union master bargaining agreement. Union complex representatives will be consulted to ensure we follow any union agreements. In the case of the School Director, the first year compensation will be reduced to ensure appropriate salary/revenue ratios are maintained. Future compensation has been earmarked to return to the level of the HGEA master bargaining agreement.

Hiring criteria

The hiring criteria we will use can be viewed as a pyramid and will be based on the following priorities. Applicants will be asked to review information regarding our academic and organizational philosophy and the resulting policies and procedures.

Our applicant review and interview process will uncover each applicant's

1. Commitment to our mission and vision
2. Commitment to our instructional framework
    a. Standards based
    b. Community centered projects and IMAG Practices
    c. School Family
3. Mindset and acceptance toward our high level of disadvantaged and ELL students.
    a. Also of concern will be each candidates view of our low ethnically diverse populations; Filipino, Native Hawaii, Samoan, Micronesian
4. Understanding and experience in "start-up" organizations
5. Level of knowledge within their specific positions
6. Required credentials
7. Additional or preferred credentials
8. Required background checks

Hiring timeline

Although the schedule below focuses on a formalized yearly recruitment timeline, recruitment will be an on-going process and activity at The IMAG Academy. To illustrate our normal process we will use our startup year as a suitable example. There will be three hiring cycles per year, which include focused recruitment activities and the hiring process.

Nov – Dec 2016

Formalized recruitment activities commence and continue throughout the upcoming year. Advertisements and notices are sent out via HSTA, Craigslist, Mid-Week, the Public Charter School Commission website and other publicly accessible information mediums. In addition, information will be passed out at educational conferences, community information booths at local area stores and farmers' markets.

Dec 2016 – Jan/Feb 2017 – 1st hiring cycle

The 1st hiring cycle during the startup year will be focused on hiring seven personnel to assist with policy and procedure development, curriculum review and to get ready for our March 2018's IMAG Academy Lab Spring Break Intersession

- SASA and business manager – assist with process/procedures/system and document development
- Teachers (2), Teacher assistant (1), curriculum resource teacher, project coordinator
- Facilities and IT personnel – assist with IMAG Academy Lab Intersession program

April-May 2017 – 2nd hiring cycle

The 2nd hiring cycle will be to complete most of our school faculty and staff hires.

- Rest of educators, parent coordinator, counselor

June – July 2017 – 3rd hiring cycle

The 3rd hiring cycle would complete our personnel hiring for the upcoming year and would enable us to have everyone on board for initial school orientation training and other professional development activities.

- Unfilled positions

The hiring timeline for non-teaching positions will be more flexible and dependent upon the function of position and upon start-up tasks requirements.

Interview/Hiring process

The Hiring procedure for teachers will be as follows.
1. Application Accepted/Reviewed
2. Telephone interview
3. Board/Panel interview
4. Teaching Sessions (may consist of a student audience)
5. Position Offer/Acceptance of position
6. Employment/Contract processing
7. Induction process – Familiarization Training

The selection process for non-teaching positions will be as follows.
1. Application Accepted/Reviewed
2. Telephone interview
3. Board/Panel Group interview
4. One-on-one interview
5. Position Offer/Acceptance of position
6. Employment/Contract processing
7. Familiarization Training

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

Not applicable because the proposed school does not contain a virtual/blended learning program.

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

The appropriate documentation will accompany all employment, removal and dismissal actions. Former employers and/or background references will be contacted to clarify or secure additional information. If information provided or received indicates a person poses or may pose a possible risk to children, appropriate action will be taken to preclude employment. Action taken will be documented.

Applicable dismissal procedures for all personnel will be followed to ensure appropriate action is taken to ensure the health, safety, and /or well-being of our school members. Swift removal from children's presence may be necessary. The School Director will authorize all personnel actions with timely notification required to the Board President or his representative.

We shall conduct criminal history checks in accordance with Sec. 846-2.7, HRS. It will be done to determine whether a prospective employee or agent is suitable for working in close proximity to children. Information obtained shall be used exclusively for the purposes of determining whether a person is suitable for working in close proximity to children. All such decisions shall be subject to applicable and current federal laws and regulations. Employment denial or termination of an applicant will take place if a person has been convicted of a crime, and if we find by reason of the nature and circumstances of the crime that the person poses a risk to the health, safety or well-being of children.

d. **Leadership and teacher annual evaluations.** A thoughtful plan for supporting, developing, and annually evaluating school leadership and teachers that is likely to produce and retain a successful staff, including a description of the processes, protocols, framework, criteria, and/or tools that will be used for conducting evaluations, delivering feedback, and coaching. The plan must cite any evidence or existing research supporting the effectiveness of utilizing the specified approach. If already developed, the plan should provide any leadership evaluation tool(s) as **Attachment H (no page limit)** and any teacher evaluation tool(s) as **Attachment I (no page limit)** that are likely to be effective. Evaluation tools must align with the criteria outlined in BOE Policy 2055 and related provisions of any Master Collective Bargaining Agreements, unless specific amendments are executed in a supplemental agreement. If amendments will be needed, the plan must describe the specific amendments that would be necessary to implement the evaluation tool(s), demonstrate an understanding of the employment environment, and include a reasonable plan for contingencies if the amendments cannot be negotiated under a supplemental agreement.

Highlights of our proposed School Director's Evaluation Tool are presented in **Attachment H.** Our school director is supported through our governing board and the distinct roles and responsibilities between them. It is the responsibility of the board to develop the appropriate policies, controls, and resources for the director to institute effective instructional strategies and methods in creating a teaching and learning environment conducive to improving teacher and student performance.

The professional development of our director is embedded in our evaluation system. It focuses on our director's leadership effectiveness in improving teacher and student performance. Our school director will be evaluated using the same Comprehensive Evaluation System for School Administrators (CESSA) as the HI DOE. CESSA is compliant to the BOE Policy 2055 by using an appropriate rating system that incorporates the two major components of leadership practice and performance (via student outcomes); each accounting for 50% of one's rating.

The evaluation, through the use of standards to improve practice, helps both the governing board president and director identify short and long-term goals in an attempt to build leadership capacity. With this structure, the governing board is able to provide observation, professional development, support and coaching throughout the year. We will follow the prescribed timeline suggested by the HI DOE which is summarized below.

By the end of September

A pre-evaluation meeting/conference will be completed between our director and board president. They will set goals and determine priorities. Informed by this meeting, the director will submit a professional development schedule/plan.

Through October to May

The board president will conduct formal and informal walkthroughs looking for indicators of performance identified in the pre-evaluation/goal setting meeting. Since part of our directors performance rating will be based on the Strive Hi Performance Index, an evaluation conference between our director and board president will take place thereafter. Goals and progress will be reviewed and opportunities for improvement and support will be identified to aid in the next year's cycle. **Attachment I** presents highlights of our proposed Teacher's Evaluation Tool.

Teachers at The IMAG Academy are supported through a number of organizational structures and practices put in place to enhance collegiality, collaboration and communication flow. For example our teachers are given 65 to 75 minutes of planning time per day with a weekly 1 hour meeting time for collaboration and professional development. Co-teaching and teacher assistants are common place within our classrooms allowing for more individualized and differentiated instruction.

As the Hawaii BOE Policy 2055 requires our teacher evaluation tool to contain 50% of a teacher's rating to be based on measures of teacher practices, and the other 50% based on measures of student growth, we've decided to use the HI DOE Educator Effectiveness System (EES). As important, this evaluation tool incorporates supports and processes to ensure expectations are clarified early in the school year, feedback is shared on a regular basis, collaboration becomes second nature amongst peers and administrators as the information derived from the EES drives individualized, and school-wide professional development.

By the end of September

A pre-evaluation meeting/conference will be completed between our director and each teacher. They will set goals and determine priorities. Informed by this meeting, the teacher will submit a professional development schedule/plan. Our resource teacher, school director and other grade level teachers will work together to ensure personal and professional growth.

Through October to May

The school director will conduct formal and informal walkthroughs looking for indicators of performance identified in the pre-evaluation/goal setting meeting.   Evaluation meetings between our director and each teacher will take place as necessary to help keep focused on individual goals. Our resource teacher may provide assistance. Goals and progress will be reviewed and opportunities for improvement and support will be identified to aid in the following year's cycle.

The HI DOE EES has continued its evolution since 2010 and is based on a number of evidence and research based frameworks to ensure the system provides performance feedback that is fair, transparent, equitable, and comprehensive. We will use the suggested processes and suggested timelines of the EES professional development plans since they reflect the needed supports teachers and administrators believe are instrumental in instructional improvement and professional development. Since we are using the HI DOE Educator Effectiveness System (EES) to include the timelines, we do not foresee having to request a supplemental agreement.

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

The use of our evaluation system for both our school director and teachers will aid in our capability to provide a more substantiated performance evaluation and guide us in individual and school training and professional development. Goal setting, professional development planning, performance observation, constructive feedback and coaching ensure we continue to do our best in providing the right support mechanisms for our faculty.

If unsatisfactory performance persist, even after proper coaching and support has been provided, the school director in collaboration with the executive committee and governing board will determine the appropriate steps to take and assistance to seek.

We understand that changes and turnover is inevitable and must be planned for. We hope with the culture we'll instill within our school, changes will be made for the betterment of the students and those affected by the changes would have been well aware of the options and involved with the decisions leading up to the changes. If we find that the changes made are not as we hoped, a meeting between all those involved will be required to sort out the issues, concerns and opportunities for a solution.

Although we will strive for no employee turnover, we understand it is also inevitable and a perfect opportunity to discuss the issues and concerns leading to an employee's decision to leave. As with changes, we would have hoped to have been well aware of someone's decision to leave and had supported and informed their decision process.

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

We will probably be seeking approval for a supplemental agreement. Due to the statutory increases in our instructional time from 1525-1650 to 1800 minutes/week effective in SY 2017-18, we believe we will be affecting our teacher's workday. Before finalizing our schedule and agreement request, we hope to meet with our union representative(s) to make sure we've considered all of the options and the repercussions of our decisions. At this time, we believe these are the areas requiring an amendment.

Teachers work day/year extension.
1. Ten (10) days of "required" professional development prior to school beginning. More professional development days increases the teachers work year from 190 to 195. We understand we may be able to offer recall pay to accommodate this increase.

2. Early (1/2 hour) start on Wednesday mornings for dedicated collaboration, planning and professional development. Although, we may have recall pay as an option, there may be other items to consider.

If we do not get the approval even with the recall pay, we would revert to the MCBA's maximum allowable days for teachers and identify those sessions suitable to do earlier and use contracts to pay our teachers to attend.
We would continue a discussion with the union representative(s) to ensure we have extinguished all options to provide our employees as much professional development as possible, especially during the 1st year.

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

F. School Calendar and Schedule
1. School calendar. A school calendar for the proposed school's first year of operation, including total number of days and hours of instruction, provided as **Attachment K (no page limit)**, and a satisfactory explanation of how the calendar aligns with and clearly reflects the needs of the Academic Plan.
Attachment K presents our first year school calendar and schedule. Our schedule allows us to not only meet all union requirements, but also ensures we are able to provide instructional time in purposeful increments. For example, our semester-length projects will enable our students an extended length of time to create and develop useable products and services for our community partners.

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

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

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

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

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

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

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

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

The structure of our day and week enhances the time we will have to focus on knowledge and skills application, assimilation, and adaptation associated with appropriate achievement and learning goals. Our school's daily and weekly schedule is presented in **Attachment L.**

The Academy's school hours are 8:30 am to 3:30 pm Monday through Friday. School start and dismissal times are the same every day of the week with the majority of the mornings devoted to core subject knowledge acquisition and processes. The afternoon is spent in adapting and connecting core subject knowledge to the real world through community centered projects.

The School Schedule: The schedule was built to optimize 1800 minutes of instructional time each full week of school. The longer periods accommodate our instructional goal of applying what is being learned by doing or experiential activities.
150-195 mins/day ELA, Math, Science and Social Studies 855 mins/wk
40-115 mins/day Community Time- includes all subjects 440 mins/wk
65-110 mins/day Art, PE, Language 505 mins/wk

Teacher planning time is essential to ensure instruction continues to not only meet the standards, but a teacher's grade-level and our school's desired goals and objectives. Planning also ensures lessons are integrated and remain engaging, rigorous and relevant to the students. Each day employs specialty teachers in a world language, the arts or business. This time is scheduled in the afternoon (adjacent to lunch) for 65 minutes each afternoon. This time will accommodate individual, co-teaching, or grade level collaboration. In addition, every Wednesday morning for 60 minutes teachers are provided time to participate in grade level or school wide professional development.

Schedule for optimal learning. Our schedule supports our mastery of HCCS and project based learning. As important, time to communicate, collaborate, and support each other is hardwired into the schedule enhancing our ability to maintain our culture. The schedule allows for 65 or 75 minutes of teacher planning each day.

Academic Subjects: During our mornings, long blocks of learning (75 minutes) allow time for deeper explorations into subject areas, collaboration and hands-on activities. It affords teachers more extensive time for teacher planning and grade and subject level collaboration.

Community-centered Projects: Four days a week, our community project blocks (115 minutes) enable a variety of instructional strategies to be used facilitating collaboration amongst all members. These blocks provide flexibility for a variety of opportunities such as individual research, project and product development, specialized tutorials or lectures, community field trips, guest speakers and meetings. Project time is scheduled in the afternoons to accommodate student's application, assimilation, and adaptation of knowledge and processes acquired are essential for students to see that their learning is relevant and transferable to the real world. This time is set aside to work on real world solutions through our community-centered projects.

Morning exercise: With the use of research done by Dr Becky Bailey, our School Family embraces a Brain Smart Start. It is an essential practice for the brain to engage at higher levels of thinking (Bailey, 2000). It allows "re-connection" and a time to foster a sense of belonging to the school as well as each other.

Late start: By starting our instructional day later, we are able to accommodate what research suggest is a biological change in our student's body clock and sleep patterns. Early morning drop off will be available to accommodate those parents and students needing to arrive early.

Wednesday Lunch time: Our Wednesday lunch time focuses in on bringing community, staff and family together. As our mission is also for our students to create and sustain communities, it was imperative we gave focus to our family, staff and community members with consistent and recurring time within our schedule.

G. Supplemental Programs

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

Simple and integrated supplemental programs will be imperative to fulfil our vision and mission. These programs will be integrated into the school's culture and academic offerings and will extend our efforts in the cognitive, emotional and social development of our students and others not enrolled at The IMAG Academy. In order to ensure our supplemental programs are given dedicated time and focus, a part time Projects Coordinator will be used to organize and manage projects and supplemental programs. During program periods, this position may transition to full time.

<p align="center">Intersession and Summer Program</p>

These programs will extend as student's learning opportunities and provide a safe and nurturing place a family can trust. It will focus on incorporating community centered projects and hands-on experiences with field trips within the local community. These programs will emphasize the arts and business and will provide sessions in a variety of areas, such as music, performing and visual arts, computer programming, robotics, and leadership development. The

Supplemental Program table below provides an overview of both programs. The number of participants will be dependent upon our facilities. The following is determined according to our acquiring a location with the minimum space of 6000 square feet.

Session Info	
Sessions (starting in 2017)	Mar - Spring Break Oct – Fall Break Dec - Winter Break Jun/Jul – Summer Break
Daily Schedule:	8:30-3:30 (Before and After program care may be available)
Participants:	150 max (first year)
1. Open to the public (estimate to have 80% Academy students) 2. Fee based (scholarships will be available) 3. Marketing: In school flyers, district school flyers and announcements, public announcement and community (Mid-Week) and partner calendars 4. Session Leaders: Academy teachers, other DOE teachers, community partners 5. Management Personnel: Projects Coordinator and an administrative assistant	

Table 11.0 – Supplemental Program – General Information

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

Before and After School Program

The goal of our before and after school program is to provide families a trusted and safe place for their child(ren). It will also provide academic help. As we would want these programs available on the first day of school, a survey sent out to all perspective students during the enrollment months of March-June will aid on what may or may not be needed.

Initially, the cost may have to be paid by each individual. The A+ program funds provided by the state may be able to fund some of the costs and would be dependent upon the eligibility of those who may need or want the program.

H. Third-Party Service Providers

This section is not applicable. The proposed school does not plan to partner with a Service Provider, therefore **Attachments M, N, O, P, and Q** are not provided.

I. Conversion Chart School Additional Academic Information

This section is not applicable. The proposed school is not a conversion charter school.

III.   Organizational Plan

A. Governance

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

The vision of our governing board is to uphold the academic, organizational, and fiscal capabilities of The IMAG Academy. Its mission is to ethically govern by investing in, developing, implementing, ensuring, and maintaining sound and proven governance practices across all aspects of our school in order to sustain it into the future.

The governance philosophy of the School Governing Board is to be the ethical, legal, and financial stewards of The IMAG Academy. We will be responsible to represent and maintain the school's vision and mission while being responsive to the School Director and other stakeholders in their charge of our academic success and the sustainability of the school.

The key stakeholders are The IMAG Foundation, Governing Board Members, School Director, and Advisory Board (Students, Teachers, Staff, Parents, and Community Members).

Attachment R presents our bylaws and some of the board policies already developed.
Attachment S presents the Statement of Assurances.

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

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

3. <u>Governance structure.</u> A description of an effective governance structure of the proposed school, including the primary roles of the proposed school governing board and how it will interact with the school director, any school management teams, any essential partners, and any advisory bodies. The description must include the size, current and desired composition, powers, and duties of the proposed school governing board that will foster the

Our governance structure is made up of the governing board, advisors, an advisory board, and school director.

Governing Board. The Governing Board will have at least 9 members. It will consist of a President, Vice President, Secretary, and Treasurer. The remaining positions will be designated as Board Members. The Board will work diligently to maintain members with a diversity of expertise and perspectives. This diversity will help the board to bring forward different viewpoints to the decision making and problem solving processes of our school.

We will use a committee/task force structure to support well-informed decisions. Our standing committees are Board Development, Executive, Finance, Facilities, Governance, and Academic Performance. Committees/task forces will provide for focused research, deeper discussion and vetted solution recommendations.

The Governing Board is charged with five areas of responsibility. Each responsibility enhances our use of best practices to ensure academic, organizational and financial success.

Advisors. Professionals not able to commit to serving as a Board Member may be asked to complement the board's expertise and become an Advisor to the Board.

Advisory Board. To ensure the active and effective representation of key stakeholders, The IMAG Academy will have an advisory board made up of representatives from each stakeholder group; students, parents, teachers, staff, and community. First members expected in Feb/Mar 2017 timeframe.

School Director. Our School Director will be on the frontline providing the necessary guidance, resources and support to all school members.

The following table provides the general roles and responsibilities for our governing structure.

Responsibilities	Actions
Governing Board	
Ensures Effective Governance and Accountability	• Develops and maintains effective governing policies and procedures • Uses appropriate measurements and metrics to ensure on-going awareness of academic, financial and organizational success and concerns • Performs on-going reviews (monthly, quarterly, and annually) to inform pro-active and informed decisions across the school and governing board functions. • Supports and guides our School Director through collaboration and on-going feedback process to include an annual evaluation • Requires monthly director reports and attendance at board meetings • Performs an annual self-assessment of its performance to ensure it is fulfilling its duties and responsibilities

Ensures Effective Organizational Planning	• Maintains a strategic vision and plan that sustains best practices in academic performance, governance and financial management. • Uses applicable measurements/metrics and consistent reviews of the resulting data to inform operational and strategic decision making • Provides guidance to both our board and school director
Manages and Ensures Adequate Resources	• Develops an adequate annual operating budget to ensure appropriate resources in both the short and long term. • Manages our schoolwide fundraising and funds development • Uses our committee structure to ensure on-going focus on the essential governance, planning and resources needed to be a successful school
Ensures Alignment with School Purpose	• Consciously keeps aligned with The IMAG Academy's vision, mission and values with an ultimate focus on successful student performance • Performs annual board self-assessment to uncover areas needing re-vamping
Assesses the Governing Board Performance	• Provides purposeful board development to ensure best practices • Thoughtful and appropriate board recruitment, member training, effective board policies, and an annual board performance review and assessment of governing board performance will be kept as a top priority
Advisors	
Provides advice	• Provide expert and professional guidance on specific & pertinent areas of concern
Advisory Board	
Represents key stakeholders	• Ensures active and effect representative of stakeholder groups; students, parents, teachers, staff, and community • Acts as a forum for members to meet, discuss, and collaborate on solutions to opportunities and concerns affecting the group and school • Provides insight and expertise into school and group decisions and solutions
School Director	
Keeps Board Informed	• Keeps the board informed of school happenings through on-going verbal communications and written reports
Builds/Maintains a positive culture	• Builds and maintains the proper use of resources and mixture of people, processes, infrastructure and organizational structure to ensure academic success

Table 12.0 – Board Member Responsibilities

4. <u>Oversight of a virtual or blended learning program.</u> If the proposed school has a *virtual* or *blended learning program*, a clear description of the role the governing board will play in the online learning program that ensures the effective oversight of the online learning program, including a clear and realistic description of the requisite knowledge of online learning that the proposed governing board currently possesses or will endeavor to possess.
The IMAG Academy will not be using a blended or virtual learning program

5. <u>Current and proposed governing board members</u>.   Demonstrated will, capacity, and commitment of current and proposed governing board members to govern the proposed school effectively by providing the following:
   a. A list of all current and identified proposed school governing board members and their intended roles;
   b. A clear summary of members' qualifications for serving on the proposed school governing board, including an adequate explanation of how each member meets any of the considerations in HRS §302D-12 and will contribute a wide range of knowledge,

skills, and commitment needed to oversee a *high-quality charter school*, including academic, financial, legal, and community experience and expertise;

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

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

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

Our seven current board members bring a wide range of experience that spans most of our desired collective skill set. The matrix below identifies our desired collective experience and skill set and presents each board member's experience accordingly. In addition, the areas marked with a @ specifies a member's deeper level of expertise in these areas and their intended role. We will continue to seek board members with specific legal affairs expertise.

As important, our current members have proven to be passionate learners in getting a job done and bringing resourceful personal networks of professionals willing to help in any way possible.

Board Member Expertise							
	Alane Thelma	Ames Shirley	Bond Deb	Buyuk Sheila	Hawkins Melissa	Nakata Michael	Shiraishi Randy
1. Governance, program or project management	x	x	x	@		x	x
2. Non-profit administration			x	x	x	x	x
3. Financial management	@		x	x			
4. Educational leadership			@	x	@		
5. Labor relations, collective bargaining				x		x	@
6. Contract development, negotiations, & execution	@	x	x	x		x	x
7. Human resource management			x	x			x
8. Marketing, PRelations, communications	@		@	x		@	
9. Funds development and/or fundraising				x		@	

10. Legal affairs							
11. Strategic planning	x		@	x			
12. Policy making			x	@			@
13. Facilities management		@		x			

Table 13.0 – Founding Members Expertise Matrix

We recruited members with a diverse perspective and a wide level of objectivity due to their current and past positions and experiences. We will continue to work with our advisors, professional networks to recruit a member(s) with specific skills in legal affairs. We will continue to distribute school information at neighborhood meetings and events. **Attachment U** presents our board member's Board Member Information Sheets and resumes.

This founding board can provide a long list of impressive achievements as evident within their resumes. Collectively, our capability to act, create, develop, implement and accomplish our goals is unquestionable. The list below will summarize their intended roles and what their focus area will be on the board. In addition, a simple matrix is presented above in this section (III.A.5) illustrating the areas of experience each board member brings to our collective skill set.

Shirley Ames – Facilities identification and contract negotiation
Shirley's property management experience will be used extensively in facility identification, lease negotiations, and contracts. Her extensive and current knowledge in this area will enable us to be more aware of the normal practices and negotiation techniques. Her contacts in the Waipahu/Waikele area, along with her negotiation skills will be invaluable.

Thelma Alane-Financial processes, policies, and contract management
As an investment consultant and systems analyst, Thelma's broad financial expertise will aid our school in looking at our concerns with an open mind. She will help us to see the opportunities for improvement and build the processes to help sustain it.

Deborah Bond-Upson-Educational leadership, curriculum development and assessment
We will look to Deborah to bring the same level of logic and persistence she offers her clients, guiding us to sound and beneficial decisions. Her extensive work experience over many years within the educational industry will give us an operational advantage, especially during this fast moving startup phase.

Sheila Buyukacar-Organizational processes, policies and professional development
Sheila's career in the USAF and her most recent experiences as a non-profit executive director brings a wide range of experience; strategic planning, policy, program and process development, non-profit operations and governance, and fundraising and events management.

Melissa Hawkins-Professional development and curriculum development
As an educator, Melissa's background will help us tremendously with our professional development and teacher support systems within the school. Her current membership on another charter school's board will provide us with insight about charter school concerns and opportunities.

Michael Nakata-Fundraising and marketing
Michael brings extensive experience in marketing and successful fundraiser events. His knowledge and connections will be extremely important in getting the word out about our school and our enrollment efforts.

Randall Shiraishi-Policymaking and board development
Randall's foundation is built on extensive expertise working within programs dealing with our youth. He is always willing to step in to get things done. His extensive work and time helping to re-build Halau Lokahi's operational viability required policy, process and procedures developed in record time. Being our Board President will ensure action is well thought out and sustainable.

Board Development to include recruiting is an on-going activity for all current board members and advisors. Our current composition of our board will require us to continue to look for experts with legal affairs. Our timeline, outcomes and tasks to continue our board recruitment and transition to a permanent governing board is provided in **Attachment BB.**

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

Board Member Selection

The selection of the current founding board members is as follows. Sheila Buyukacar is an original founding board member that created and developed the vision and mission of The IMAG Academy. Each of the other founding board members showed an interest in helping The IMAG Academy become a reality. Each agreed to meet and discuss their understandings of its vision, mission, and values of the school. Upon agreeing to be a founding member, members reviewed a board member's roles and responsibilities, our school's code of conduct and signed our conflict of interest form.

Currently and during startup, prospective board members will go through the same process as described above. Although we have current founding members with expertise in most areas, we will continue to seek professionals interested in our schools vision, mission and instructional strategies. This will give us more flexibility in sharing the work load during the implementation phase. Current founding members and advisors will continue to help identify possible board candidates.

The list provided in Section III.A.3 outlines our collective skills set of the expertise of members needed to create a diverse and capable board. Board member recruitment and vacancies will

be tied to the board's strategic plan and handled by our Board Development Committee. This committee's work will be a year-round, on-going activity that will employ both profile and recruiting matrices to ensure a set of recruiting priorities guides their efforts.

Board Member Meeting Information

All committees and task force groups will set a day and time for monthly meetings to take place. Days and times will be de-conflicted as much as possible. The day and time will be posted on our meeting page of our website. Necessary changes will be forwarded via email to anyone on our mailing lists. Agendas will be posted at least 7 days in advance of the meetings.

Start-up phase – Monthly face-to-face meetings with electronic updates will be conducted throughout the startup phase. Committee and task force chairs or point of contacts will meet as needed; facilities, governance development, teacher and student recruitment, fundraising and funds development. Board professional development will also be scheduled during this time. As our school director will be the full-time organizer, daily communication with the Governing Board President is expected.

2017 June/July Transition – Meetings will continue on a monthly basis to ensure standing committee progress as well as board member and team development. Upon transitioning to the Governing Board, member orientation and training will begin as soon as the board is confirmed.

On-going – Monthly meetings will continue for the board, committees, and task forces. Meetings will be held at one of the school's meeting or conference rooms and guided by a published agenda.   To allow for the public access to board meetings, meeting dates, reminders and agendas will be sent home, published in our newsletter and posted on our website. Meetings will be documented with minutes and accessible on our website.

Committees and Task Forces

We will use committees and tasks forces. Committees will focus on the on-going organizational operations of the school's governance and capacity. The following are the proposed initial committees; Executive, Finance, Governance, Board Development, Facilities, and Academic Performance. In most cases, committee chairs will be board members with expertise in the activities of the committee. Other chairs will be recruited from our advisory groups.

The following are the proposed tasks force to be implemented during the startup phase; Funds Development, Startup Facilities, Personnel Recruitment, Enrollment and Student Recruitment, Curriculum-Project Alignment, Board Capacity/Development, Organizational Processes, and Documentation/Forms. Our task force leaders have been identified based on their expertise in a specific area and are listed in the table below.

Committee/Task Force	Committee Chair – Task Force Leader
Funds Development Committee	Michael Nakata & Sheila Buyukacar
Startup Facilities Task Force	Shirley Ames

Facilities Committee	
Personnel Recruitment Task Force	Melissa Hawkins & Sheila Buyukacar
Enrollment and Student Recruitment Task Force	Sheila Buyukacar Michael Nakata & Melissa Hawkins (Marketing)
Academic Performance Committee Curriculum-Project Alignment Task Force	Deborah Bond-Upson
Board Development Committee Governance Committee Board Capacity Task Force	Randy Shiraishi Sheila Buyukacar
Organizational Processes Task Force (Documentation/Forms)	Randy Shiraishi
Finance Committee	Thelma Alane Michael Nakata

Table 14.0 – Committee/Task Force Point of Contacts

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

One of the major responsibilities of our Governing Board will be to govern and manage itself. Along with board development (ie proper and purposeful recruitment, initial and recurring orientation and consistent board member training) instituting a system of checks and balances will be key to governing ourselves. A signed written agreement to ensure full disclosure of conflicts of interest and to uphold our code of ethics will be completed as part of our initial orientation. It will also be re- accomplished on an annual basis. In addition, as part of our board self-assessment, the board's governance committee will review these policies regularly to ensure they still reflect our needs in avoiding potential or actual conflict of interest.

We believe there are no existing relationships that could pose actual or perceived conflicts of interest or ethical dilemmas**. Attachment V** presents our Code of Ethics and Conflict of Interest policies.

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

We understand governing board recruitment and development will be an on-going activity and will be an important responsibility for our Board Development Committee. With the focus on the approval and implementation phase of The IMAG Academy, increasing our current board's capacity will continue. A timeline is presented within **Attachment BB** – Startup Project Management outlining requirements for participation, new member orientation, member development, and training topics.

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

The IMAG Academy has two advisory bodies; an Advisory Board and a group of Advisors.

<div align="center">

Advisors

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Purpose: To provide periodic expert advice to the governing board.

Advisors are a resource to seek advice of an advisor's respective expert and professional capacity. These individuals would normally serve as board members, but due to personal or professional constraints are not able to serve as a full-fledge board member. They are seen as complimentary to our board's collective skill set.

Current advisors: Pono Shim, Tom Mitrano, and John Gillentine.

Their resumes are in **Attachment W – Advisor/Advisory Board Resumes**.

<div align="center">

Advisory Board

</div>

Purpose: To provide a formalized venue where
   1. All stakeholders can voice their ideas and concerns
   2. Our governing board and school director can communicate with each stakeholder group

To ensure relationships are fostered and our practices and decisions are informed by those most affected, our Advisory Board will be made up of representatives from each stakeholder group; students, parents, teachers, staff, and community. They will be known by their particular group's role. For example, the teacher's group will be called the Teachers' Advisory Group.   Each group will grow as the school matures. In the initial years each group will have a single non-voting, advisory representative to the governing board. Advisory groups may start to form as teachers, students, and partners are recruited in December 2016 and January 2017 and throughout the rest of the startup period.

At this time, there are no individuals identified to serve within the advisory groups.

B. Performance Management

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

a. Academic Performance Data Evaluation Plan. A comprehensive and effective plan and system for:
   i. Collecting, measuring, and analyzing student academic achievement data of individual students, student cohorts, and the school as a whole—throughout the school year, at the end of each academic year, and for the term of the Charter Contract—including identification of the student information system to be used;

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

iii. Reporting the data to the school community.

Student academic achievement data will be collected and analyzed for individual students, cohorts, and our school throughout and at the end of the school year. The data will also be aggregated for each Charter Contract term. A survey of the different systems available will be made to ensure the student information system chosen will match our needs regarding compatibility to required HI DOE reporting systems, ease of use and its capability to share information between teacher, school and parents. Monthly reports will be made to the governing board.

On-going individual student achievement

Regarding each student's academic performance, The IMAG Academy will use our Performance Achievement Records (PARs) to hold each student's Individual Achievement and Goals Learning plan (I-AGLs) and the resulting Evidence of Achieved Goals and Learning (E-AGLs). The plans and resulting evidence will be determined through an on-going collaborative effort between student and teachers.

With our curriculum content aligned with the Hawaii Common Core Standards, our teachers are able to evaluate our student's academic performance through consistently conducting informal and formal lesson, unit and project formative and summative assessments of their student's learning and achievements throughout the year. These assessments along with on-going student/teacher discussions guide each student's individualized achievement goals and learning plan and help to identify gaps in learning/teaching and aides a teacher and student to make adjustments as needed.

School level - Annual and Charter Contract Term

- **Smarter Balanced Assessment-ELA/Math (Grades 3-8 and 10) and**
- **HSA-Science (Grades 4 and 8)**

We will use the formal assessments; Smarter Balanced Assessment for ELA and Math and the HSA for Science as indicators of a student's ability to apply the knowledge and skills expected at a particular grade level. In addition to our in-class assessments, we will use each student's scores to gauge where help is needed as they approach their next grade. For example, teachers will be able to provide review sessions prior to introducing new material or increase the number and time of hands-on activities to engage kinesthetic learning. If a student's scores fall far below than expected, one of many options would be to form a FORE team to assist our grade level teachers in providing other strategies that can be integrated across subject areas.

- **ACT Scores (Grades 8-11)**

As a battery of tests we will be able to better understand a student's growth in English, reading, writing, math and science and their readiness to tackle college and/or a career. As with the measures above, the ACT scores would be used to adjust our learning environment as well as our teaching strategies. Our educators, resource teacher, and director would identify areas needing change and/or improvement and work to provide the resources and support. Solutions may include a policy and process change or a change in the sequencing of a unit. These scores allow us to reflect on our practices across all levels; class, grade, and school and to better provide educational and learning opportunities that make a difference to our student outcomes.

In all the above assessments, in addition to an individual score, at both the cohort and school level, when a count is taken of those meeting or exceeding a baseline or target score. This indicator may be able to uncover a negative or positive trend to a school's ability to provide the appropriate learning environment for students to acquire the knowledge and skills needed. Appropriate action (reviewing recent changes in the learning environment or strategies within the teaching area, etc) will be taken to either address a negative or perpetuate a positive trend.

Academic Achievement Collection, Analysis, Management, Interpretation

The time allowed to collect, analyze, manage, interpret and coordinate professional development is built into our staffing structure. Our resource teacher is a full-time support educator for our teachers, counselors and director. Teachers will be responsible for collecting their in-class formative and summative assessment data and use it to inform their daily, lesson and project planning. The resource teacher will be able to help with analyzing classroom data with those collected at the school or DOE level. Our counselor(s) and resource teacher will be responsible for managing the academic data for our school. Having a person focused on teacher support and coaching, makes our resource teacher the perfect choice to be responsible for helping our teachers, counselors, and school director on how to interpret the data. Through a collaborative team made up of our teaching and student services staff the resource teacher will lead in coordinating professional development.

The academic performance data we will be using span across four tools which require different training and support systems for our teachers and administrators. Training would include how to analyze, interpret, and use data (scores) to make decisions on strategies to improve student learning. Partnerships with HI DOE DES will help to determine resources for these tools/strategies.

1. Lesson and unit formative and unit summative assessments (Grades K-12)
- Content-Curriculum Developed Assessments - Training will consist of reading content subject curriculum teacher's guides or viewing online resources. Our resource and other grade level teachers would be able to provide support with questions and suggestions.
- Teacher Developed Assessments – Training in developing formative and summative assessments will be a grade and school-level topic and will be provided via our professional development sessions prior to school and/or as our PD Wednesday morning session.

2. Smarter Balanced Assessments-ELA and Math (Grades 3-8 and 10) and
3. HSA-Science Scores (Grades 4 & 8)
4. ACT Scores (Grades 8-11)

- HI DOE Webinars and complex area training will be coordinated when available. This topic will also be addressed during our PD Wednesdays. The resource teacher and director with the collaboration of our teachers will work together to identify knowledge gaps and address training with all affected stakeholders.
- Our resource and other content area teachers would also be able to help with questions.
- Literature on the ACT Aspire Assessments may be reviewed online for general information.

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

Our financial performance is extremely important to our ability to make decisions that are fiscally viable, effective and responsible. The indicators we selected provide us a predictive view of our short-term ability to pay our bills and to sustain ourselves over the long-term.

Financial performance is the foundation to our organization and we've found these indicators to be very helpful in both watching for short term health issues and long term sustainability concerns. We will have a business manager on our staff to make sure that all of the details are taken care of. Our business manager will be the staff member to maintain, manage, compile, and interpret the resulting financial metrics. In addition, our Board Treasurer and finance committee members will be part of the team of financial professionals to ensure our interpretations are checked and our decisions are financially sound. As important, an outside CPA will be used to perform an annual audit that will include a comprehensive analysis of our accounting policies, practices and procedures.

Monthly reports will be made by the Board Treasurer to the Governing Board. The following list consists of metrics we will use to track of our short term health and long term sustainability.

Annual and Contract Term

- Current Ratio
    - A ratio indicating our ability to pay our bills/obligations over the next 12 months
- Enrollment Variance
    - A ratio indicating if we are meeting our enrollment projections
        - Low enrollment has dire financial repercussions due to per student funding
- Total Margin
    - A measure indicating if we are operating at a surplus (more total revenues than expenses) or deficit

- Debt service coverage
  - A ratio indicating if we can pay our debts based on our current year's net income
- Cash flow –multi-year trend
  - A measure indicating a trend of our cash balance over a period of time
    - A positive cash flow generally indicates increased health and sustainability
- Occupancy costs
  - A measure of the amount we are paying for our facility
    - High facility costs takes away essential funding for essential school programming
- Debt to asset ratio
  - A ratio demonstrating what we owe against what we own
    - A lower ratio generally indicates better health

Quarterly

- Unrestricted Days Cash
  - A ratio indicating if we have sufficient cash to meet our cash obligations

Monthly (or more frequent)

- Cash Flow
  - The available cash or credit to cover expenses
- Cash on hand
  - The amount of cash available

These measures were recommended by the National Charter School Resource Center.

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

The indicators below will help us to evaluate our organizational policies, processes, procedures and decisions across the school. Our school director (and board president) will investigate the cause(s) of potential concerns and work collaboratively to improve and provide the necessary resources to resolve concerns/problems. Due to these indicators we are able to uncover causes in areas we would not suspect.

Annual and Charter Contract Term

- Strive Hi Performance Index
  - An index of our students' test scores, growth, readiness and achievement gap
- Enrollment and Projections
  - The number of students enrolled vs our projected
- Board Performance
  - An annual self-assessment of our practices to a well-governed board

- Staff Turnover
  - The number/percentage of workers who leave and replaced
- College-Career-Business
  - A survey of what a student actually does after graduation
- Graduation Rate
  - The percentage of students graduating

Quarterly
- IMAG Practices –Decision-Making Process
  - The number/percentage of students using the IMAG Decision-Making process during project work
- IMAG Practices-Solutions
  - The number/percentage of students choosing an IMAG driven solution
- School Family – BASC 2
  - The number of students with a higher than normal risk level for negative social-emotional behaviors
- Compliance Reporting (timing as appropriate)
  - The number of reports/items meeting reporting requirements

Monthly (and daily*)
- *Attendance
  - The number (and who) was absent
- *Referral-Suspension
  - The number of referrals
  - The number of suspensions
- Family/Student Event
  - The number of family/student interactive events or activities
- Family communications
  - The number of communications attempts (multiple mediums)

Our organizational performance indicators are focused on measuring a variety of areas essential to providing a positive environment for all of our school members. In most cases, when compiling information relating specifically to our students and staff, our School Administrative Services Assistant (SASA) will be our point of contact. The indicators the SASA will be responsible for compiling are as follows.

- Enrollment and Projections
- College-Career-Business
- Graduation Rate
- Compliance Reporting (timing as appropriate)
- Attendance
- Referral-Suspension
- Staff Turnover

The other organizational performance indicators will be compiled by a variety of people and they are indicated alongside each indicator. As we identified areas we felt needed our understanding, we also found how these pieces of information can be important and helpful to many.

- Board Performance – Board Secretary
- IMAG Practices –Decision Making Process – Resource Teacher
- IMAG Practices-Solutions – Resource Teacher
- School Family – BASC 2 – Resource Teacher
- Family/Student Event – Student Services and Project Coordinator
- Family communications – Student-Parent Coordinator

The information from these indicators will inform many decision making levels, at the school level, the information gathered will be interpreted by the School Director and used to inform decision making regarding individuals, cohorts, special groupings, as well as at the school level.

2. <u>Corrective actions.</u> A clear description of thoughtful, appropriate corrective actions the proposed school will take if it falls short of:
   a. Student academic achievement expectations or goals at the school-wide, classroom, or individual student level, including an explanation of what would trigger such corrective actions and the person(s), position(s), and/or entities that would be responsible for implementing them;
   b. Financial performance standards set in the Financial Performance Framework, including an explanation of the actions that would be taken if the proposed school is issued Notices of Concern or Deficiency under the terms of the Charter Contract, if the independent auditor issues findings, or if the proposed school encounters financial difficulties; and
   c. Organizational performance standards set in the Organizational Performance Framework, including an explanation of the actions that would be taken if the proposed school is issued Notices of Concern or Deficiency under the terms of the Charter Contract or if the proposed school has a corrective action plan approved by the Commission.

Academic Achievement

Teachers will be our first line of defense for any individual student not achieving expected academic targets. Through one-on-one collaborations teachers and students will create an individualized achievement goal and learning plan that will be used to guide their school year. Consistently not meeting performance thresholds in respective formal or informal formative and summative assessments would be a sure trigger for concern for all types of groupings; individual students, class, grade or school.

Comparative analysis would provide insight into class, grade or school level trends if a high number of students were not performing as expected. At the individual level, a teacher would review any applicable formalized assessments and reflect upon informal formative assessments on the individual. Collaborating with the student, they would readjust any achievement targets and identify other possible evidence documents. The counselor and school director would be informed either through our FORE team or through our "data" focused PD Wednesdays.

Teachers at the class or grade level, with the help of the resource teacher, would review previous formal assessments and reflect upon any informal formative assessments of the students. Instructional strategies and methods would be reviewed. Through collaborative discussions, changes in assessments or strategies would be agreed upon. The resource and other grade level teachers would act as sounding boards and provide each other instructional observations and feedback. Follow up discussions would enable teachers to reflect on lessons learned and make decisions regarding changes to lessons/units. The school director would have been involved in the discussions as part of the collaborative team.

At school level, the resource teacher and school director would discuss the similarities and differences of the class or grade level situations and keep each other informed about the resulting actions being taken.

The Board of Director's Academic Performance Committee is another level of accountability within The IMAG Academy. This committee would partner with the school director in developing annual performance goals and ensures student performance data is used to inform decisions. This committee will also be an on-going resource to the school leader for academic issues and programming and in identifying challenges before they become urgent concerns.

Financial Performance

With the financial metrics to be used within the school, we will identify concerns and problems early on to make adjustments to our financial decisions and situation. Not meeting or exceeding acceptable levels in the different metrics would trigger more review into the factors that may have contributed to a low or high ratio or unacceptable result. In addition, historical and current data will be plotted and analyzed for a trend that could reveal supporting concern. Understanding situational decisions will also reveal a poorly timed decision rather than a chronic and concerning situation.

No matter what the situation, audit finding, concern or deficiency notices, or financial difficulties, the school director and/or the board treasurer should quickly and immediately response to lay the foundation for corrective actions to take effect.

The Board of Director's Finance Committee provides financial accountability within The IMAG Academy. They will work closely with the Business Manager and School Leader in ensuring the proper checks and balances are not only part of policy, processes, and procedures, but that best accounting practices are being used and followed.

Organizational Performance

At the school level, the school director with the help of the appropriate data manager or team will respond quickly and appropriately to Notices of Concern or Deficiency or a corrective action given by the Commission. We feel the organizational performance measures we will be tracking will provide us the necessary data in the many areas of a school's organization that affect student outcomes.

At the board level, the Board of Director's Governance Committee will provide on-going monitoring and reporting of policy and procedure compliance across both the school and governing board.

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

Not applicable because School-Specific Measures are not yet developed. **Attachment X** will not be used.

C. Ongoing Operations

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

Based on our current projected location options, The Academy will be easily accessible to the surrounding neighborhoods and public transportation, therefore, at this time, we are not planning on providing daily transportation to and from school. Depending on our enrolled student's family needs, if necessary, The IMAG Academy will plan to open our doors early to accommodate those families needing to drop children off early, eliminating a family's need to find alternative transportation to accommodate our late start time.

Transportation needs for field trips and other events will be handled by a case by case basis, but the most common option will be to contract with authorized HI DOE Oahu bus contractors. Currently, these are the Ground Transport Inc and Roberts Hawaii. Field trips are an important part of our "roundtable" and community awareness. For planning purposes we will plan on budgeting for 2 field trips for our lower grades K-5 and 3 trips per year for our grades 6-12.

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

The safeguarding and safekeeping of our school spans across a number of areas: personnel, facilities and grounds, equipment and furniture, and information technology (IT) equipment. Federal and state regulations will be followed to ensure appropriate and legal safeguards are employed. The HI DOE Student Conduct and Dismissal Policy will be used to guide and mitigate any disruptive or dangerous behavior.

In addition, to ensure the safety and security of our students, staff and school visitors, the specifics needed to develop standard operating and handling procedures within each area will be determined by our location. Safety and security policies and emergency procedures will be developed and published within our employee and/or student handbooks. Assemblies, parent meetings, newsletters and other communication medium will be used to keep the appropriate audience properly informed. In addition to notifications being made to the appropriate personnel, each advisory group may act as a forum for non-urgent concerns to be voiced and proposed solutions determined and presented.

1. Personnel – Students, staff and visitors

All school members will be charged with keeping themselves and each other safe and secured by being aware of one's surroundings. This will include reporting procedures of suspicious persons, unsafe facilities, grounds, equipment and furniture.

2. Facilities and grounds

Our facility personnel will be in charge of keeping our school clean, well-kept, and maintained. Facility and grounds needing repair or items replaced will be handled through our facility personnel.

3. Equipment and Furniture (to include IT Equipment)

Inventory of equipment and furniture will be kept by our facility personnel or business manager. Instructions for proper handling will be developed. Physical security and maintenance of high-valued items will be determined by the nature of the item.

4. Individual computers (network connected)

Our IT person will be responsible for both the physical and virtual security and safety of our equipment. Inventory procedures will be employed to ensure physical accountability of computers and other IT equipment re-assigned to individuals. Standard operating procedures will be developed to ensure proper accountability, responsibility and problem resolution. Appropriate physical and virtual safeguards will be employed to ensure our computers are secure from intrusion or inappropriate use.

As The IMAG Academy is family driven and the School Family construct is foundational, the students will be taught and expected to help the faculty keep themselves and each other safe.

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

We are anticipating 70% of our elementary, 62% of our middle school, and 56% of our high school students to qualify for the free and reduced lunch program; therefore we feel at least a lunch meal will need to be offered. A snack program will also be decided upon during startup. Based on our projected location, The IMAG Academy will have a number of food service options available. Based on very helpful discussions with staff at the Hawaii Child Nutrition Program, the free and reduced lunch program will require additional paperwork and tracking, but they've assured us their help to ensure we utilize this program as much as possible.

Option 1: FILCOM Center

The center has a certified commercial kitchen and food service capability. In addition, the ballroom with seating for 380 could serve as our cafeteria.

Option 2: Contract services-Keiki Lunchbox

With a Kunia certified kitchen in the plans, Keiki Lunchbox, a company currently being used by a number of schools may be available if our 1st option is not feasible or available.

Option 4: HI DOE public school lunch delivery
We have been told by food service personnel at the HI DOE that this service is currently not available for charter schools. We plan on looking into this option and what it may take to request a waiver to this current decision during the startup period.

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

The goal of our yearly recruitment/enrollment plan is to have all available spaces, committed to students with 50 students on our waiting list by mid-April.

We know that during our startup year it will be extremely important to increase the awareness of the first tuition free educational choice in our geographical area and to get our enrollment information out to eligible students. Our enrollment policy and generic process is presented within **Attachment Y** – Admission and Enrollment policy.

Our financial success hinges on our ability to attract committed families according to our enrollment projections. This type of enrollment commitment requires a focused campaign with a dedicated timeline and point of contact. Our timeline with activities and outcomes is presented in **Attachment BB** – Startup Project Management.

Essential to our plan is to get information into the hands of families with students with diverse academic abilities (gifted and talented, low-achieving, at-risk, special needs, etc), those in poverty, and families with relatively higher incomes and/or levels of formal education. This type of wide distribution of information across a diverse audience can only be accomplished with the help of partners. We feel the following list of community partners would ensure distribution to the diverse group of families as identified above.

- All early childhood care centers and programs in supporting areas
  - Early Headstart and Headstart programs
  - Non-profit infant care and preschool programs
  - Private infant care and preschool programs
- Mom focused and family related clubs and groups
- All elementary schools in the area (7th grade applicants)
  - Waipahu, Mililani/Wheeler, Ewa Beach, Kapolei/Makakilo
- The surrounding intermediate/middle schools in the area (8th grade applicants)
  - Waipahu, Mililani, Ilima, Kapolei, Pearl City Highlands

- Private schools not offering high school
  - St Joseph's Catholic School
  - The Children's House
  - Pearl Harbor Christian Academy (in Waipahu)
- Paid tutoring programs in the area (applicable grades)
- After school tutoring and special programs (applicable grades)
  - Parks and Recreation
  - YMCA

In addition to family outreach, our efforts will also include creating partnerships with a variety of public and private school and community service program staff, administrators, and directors of a variety of service providers. The list of community service programs with multiple locations and programs within the leeward central area would include, but not limited to the following.

- Keiki O'Ka Aina Learning Centers
- The Institute for Native Pacific Education and Culture (INPEACE)
- Partners and Children Together (PACT)
- Child and Family Services

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

The IMAG Academy does not have any enrollment preferences and invite all families interested in our project-based learning methods to apply for admission. However, as a family oriented school, we do have identified an enrollment priority to ensure staff with children and families with multiple children are able to attend the same school. This is covered within our Admission and Enrollment Policy. The enrollment priority is highlighted below.
   a. Current students
   b. Children of The IMAG Academy's staff;
   c. Siblings of currently enrolled students;
   d. Siblings of newly admitted students;
   e. All other Hawai'i students

3. Admission and enrollment policy. An admission and enrollment policy, provided as **Attachment Y (no page limit)**, that complies with applicable laws and any Commission policies or guidelines, ensures the proposed school will be open to all eligible students, and includes:
   a. A reasonable timeline and comprehensive plan for the application period, including admission and enrollment deadlines and procedures and an explanation of how the school will receive and process applications;
   b. A reasonable timeline and comprehensive plan for student recruitment or engagement and enrollment;

<ol type="a" start="3">
Effective procedures for lotteries, waiting lists, withdrawals, re-enrollment, and transfers in accordance with state and Commission requirements; and
Descriptions of reasonable pre-admission activities for students and parents or guardians, including an explanation of the purpose of such activities.

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

E. Parent Involvement and Community Outreach

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

As an educational choice, our philosophy is to provide an inviting environment where family relationships can be strengthened. Therefore our school and resulting programs are built to support families to better interact, connect and learn as a family. Our organizational decisions strive to enhance the support systems our families may need to enable their student's to be successful at school and at home.

We believe our School Family is an extension of our students' family, therefore parents or guardians are an important aspect of our school and we strongly believe we must work together to create the best learning environment, teaching community and school organization. We have developed family programs built upon interaction and connection. Parent volunteer opportunities will be focused on marrying a parent's strengths and desires to school needs.

As a community resource, our philosophy is to provide a collaborative environment where community members and business leaders are partners in the educational programs offered to our families. Therefore our instructional framework to connect HCCS driven knowledge and skills with community centered projects results in partnerships built to support a strong interactive community-centered environment.   We have incorporated community projects and events into our weekly schedule. Community member volunteer opportunities will also be focused on integrating a member's strengths and/or core business concerns to school needs.

The IMAG Academy is the result of incorporating the voices of parents and educators shared with us over the last 7 years and more recently at more than 23 farmers' market and community event booths and 8 informational tables held at our local Walmart stores. These opportunities provided us with one-on-one discussions with over 250 parents or family members and garnered 373 signatures representing approximately 200 prospective students in support of The IMAG Academy becoming a charter school. These activities have given us a better understanding of the educational and community concerns of our families. It has started a connection with community leaders and parents. The following are our community programs and volunteer opportunities.

Community Programs and Volunteer Opportunities

1. Community Project Volunteer – ie Guest speakers
2. Community Project Partner – Provide the community focus of our semester project
3. Wednesday Lunch with Mentors and Parents
4. In-kind donations – tax/accounting benefit
5. In-kind donations – Sponsorship partner
6. Community Advisory Group

Our plans for engaging parents, guardians and community members will be focused on becoming a resource for educational information and building relationships/partnerships. Our communications plan includes face-to-face discussions with HI DOE Leeward district staff, administrators and staff of other public schools, preschools, and community programs throughout the leeward central area. In addition, our goal is to become a sought-after contributor and event participant within our community.

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

Parent engagement can come in many forms and will be dependent upon each family's circumstance. Therefore we must listen and observe as our parent's pick and choose where they will spend their limited time. Our job will be to find what parents need and want so we can provide programs that are beneficial and fun.

Communications has been the key to our success in moving forward with making The IMAG Academy a reality. We continue to keep our supporters updated with email updates about our application. These connections with family members have helped us to better understand our perspective family's needs.

A timeline outlining activities during our startup has been **included in Attachment BB**. The lists below provide guides to our family programs and volunteer opportunities within the school.

Family Programs
1. Early morning drop off
2. Semester Parent-Student Conferences – created and led by students
3. Student-Parent interactive "take home" activities
4. Student-Parent interactive school events
5. Family focused events
6. Wednesday Lunch with Mentors and Parents
7. Intersession, Summer and Transition Programs
8. After school learning

Parent Volunteer Opportunities
1. Reading Program
2. Tutoring Program
3. Community Project Volunteer – ie Guest speakers
4. Parent Advisory Group

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

The IMAG Academy has a number of structures and policies to ensure parents/guardians and community members are informed and engaged in our school. Our Family Communications Plan spans across all types of medium. Foundational to our communication plan is our School Family construct as it provides communication development and respectful conflict resolution. These set the tone for all of our communication venues.

The following is a list of the many opportunities The IMAG Academy will be using to stay engaged with all school members.

The Family Communication Plan includes information important to our families and the different forms of getting information out to our families and students.
1. Enrollment and Admissions Policy and Procedures
2. Admissions Process
3. Student and Family Handbooks
4. Family focused events
5. School newsletters
6. Weekly E-Communiques
   a. School, grade level, and classroom communications will be done primarily via email – other forms of communications will be used on a case by case basis
7. Talk Story Events
8. Complaints Procedures

4. Community resources and partnerships. A description of any community resources and partnerships the proposed school has established with community organizations, businesses, or other educational institutions that will benefit students and parents or guardians, including the nature, purposes, terms, and scope of services of any partnerships and existing evidence of commitment and support from identified community partners, provided as **Attachment Z (no page limit)**, such as letters of intent or commitment, memoranda of understanding, and/or contracts.

Our community outreach and attendance at business and educational conferences throughout the last couple of years has helped us in connecting with like-minded and trailblazing business owners. We are excited about the possibilities these relationships will have for our community centered projects and the services and expertise they will bring to our school organization. **Attachment Z** presents some of our partnerships identified here.

Comprendio

Our partnership is built on the common knowledge that data drives decisions throughout our organization. The Comprendio staff will help us to design and integrate a data system in support of our learning environment, teaching community, and school organization. The purpose of this partnership is to provide word and visual mapping of all levels of our organization. Wrap around teacher and staff support is included to ensure the physical mapping reflects content correctly, as well as, in-classroom instructional strategies guidance. The scope of service planned is for Comprendio to help us build our decision making maps for the different levels of our organization. Once classroom mapping is accomplished, in class support would be made available.

Devleague

Our partnership will be focused on providing our teachers training on teaching our students coding. Expert coders will work alongside our teachers to guide and help them with some of the more technical aspects of coding. Our partnership exists to provide our students expert coding instruction through teacher training and expert guidance. Currently the scope in service would be to provide one-on-one teacher training and periodic classroom support.

PLACES *(Place-based Learning And Community Engagement in School)*
University of Hawaii, Manoa
Office of Student Equity, Excellence and Diversity (SEED)
Our partnership will be focused on sharing best practices via professional development workshops and teacher support observations and feedback. The purpose is to provide our teachers training, expert observation, and feedback on our integration of project based strategies. The current scope of services will be two workshops during the year and several support visits to conduct on-site observations and provide feedback and classroom coaching.

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

We currently do not have a school nonprofit organization. Our plan is to apply for our tax exempt status as soon as possible and our timeline is presented below.
March/April 2016
- Finish Articles of Incorporation or Articles of Organization (LLC)
- Finish IRS Form 1023 Application for Recognition of Exemption

- Continue to seek fiscal agent/sponsor from another non-profit organization

April/May 2016
- File Articles with the Hawaii Department of Commerce and Consumers Affairs Business Registration Division
- File IRS Form 1023 Application for Recognition of Exemption

Upon receipt of our IRS 501(c)(3) exemption status
- Apply for Hawaii General Excise Tax (GET) exemption
- Register with the Hawaii State Attorney General's Charity Resource Office

Associated nonprofit organization-when approved

The IMAG Foundation, a nonprofit, 501(c)(3) organization would support the school in funds development, fiscal sponsorship, and strategic-visioning assistance.

The IMAG Foundation's mission is to perpetuate our educational vision and mission through supporting activities within community. The Foundation would develop local and global partnerships to increase the awareness of this vision and mission.

Fiscal Agent/Sponsor

A fiscal agent or sponsor would support The IMAG Academy by allowing us to apply for grants specifically limited to non-profit organizations. They would act as our fiduciary agent in the receipt, disbursement, and oversight of grant monies. This relationship would continue until our own nonprofit status is approved.

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

The current non-profit board members are Shannon Chang, Joe Evans, and Sheila Buyukacar. The IMAG Foundation will provide the fiscal sponsorship to the IMAG Academy. The intended roles of the current board members will be the following.

Joe Evans – Financial Management
Joe Evans has over 34 years of experience in financial management with over 7 years within several Hawaii public charter school.

Shannon Chang – Program Assessment and evaluation
Shannon Chang is a 15 year veteran elementary educator with roots in technology, place and project based learning.

Sheila Buyukacar – Strategic Planning and Events Management
Sheila Buyukacar has over 30 years in building the necessary organizational structures within organizations in a variety of capacities; as a manager, consultant and business owner.

The current board members provide the foundational expertise in Financial Management, Program Assessment, and Strategic Planning. We will continue to recruit those with experience and capacity needed to carry out the purpose of the IMAG Foundation as outlined below.

- Financial Management – Accounting and Fiscal Controls
- Community/Political Awareness
- Grant writing and reporting
- Program assessment and evaluations
- Strategic Planning
- Legal Affairs
- Funds Development
- Fundraising and Events Management

We will use the following plan/steps to identify and recruit individuals with the above expertise during this startup period. Increasing our board capacity will be a an on-going cycle.

March 2016
- Create recruiting priorities
- Review and build recruitment packets

April 2016
- Develop a list of prospective candidates based on recruiting priorities

May 2016
- Provide packets to candidates and request a meeting
- Meet and orient the candidate to the school and the foundations roles and responsibilities
- Appoint board members
- Regularly profile current board members and collective skill set

June-July 2016
- Assess board member and board performance
- Identify board development training requirements and accomplish

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

The geographic area we've chosen is Waipahu. It is part of the HI DOE Waipahu/Pearl City Complex. The area spans across six square miles from Leeward Community College to the entrance of Ewa.

Our geographic location will be located within the boundaries of Waipahu surrounded by the cities of Kapolei, Ewa, Ewa Beach, Mililani, and Wahiawa. Although according to the HI DOE SSIR for school year 2014-15 the median income of our 12,372 Waipahu family households is

$75,980 per annum, approximately 70% of elementary, 62% of intermediate, and 56% of high students qualify for the free or reduced lunch program.

Although our exact address is not known at this time, we plan to locate our school within easy access of Waipahu Street, Farrington Highway and the H-1 Interstate. Our plan is be located within the block on Waipahu Street, between the streets of Moku'ola/Managers Drive, and Waipahu Depot Street.   This specific area provides a number of leasing opportunities to be creative with our initial space and facility requirements, as well as our growth over time. Lease rents in this area are also much lower and their spaces much larger in comparison to other business locations in Waipahu and surrounding cities. As important, this location affords us the opportunity to partner with the Filipino Community Center, Waipahu YMCA, Ballet Hawaii for possible cafeteria services, auditorium and classroom space, and athletic and fitness activities.

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

We have several reasons for selecting this geographic location. In addition to the families specifically within Waipahu, families within the central leeward area have limited to no educational options available. One rationale for selecting the Waipahu area was based on its centralized location to the surrounding cities of Kapolei, Ewa, Ewa Beach, Wahiawa and Mililani. With over 60,045 families representing over 57,080 eligible school age students within the central leeward area, we feel it is essential that an additional educational option is necessary for families and students within this area.

1. Private School option - Families within the geographical area can choose from 12 faith based and 3 secular private schools (2 in Kapolei and 1 in Wahiawa). More importantly, tuitions for these three schools ranged from $9,000 to over $16,000 per student. Faith-based private school tuition in the leeward area ranges from approximately $4,700 to $11,000. Either option makes the private school option out of reach for approximately 60% of the students in this central leeward area that qualify for free and reduced lunch based on their families low income level.

2. Small Public School option - The central leeward area has some of the largest public school campuses across all school levels within the state. The following table illustrates the large campuses common to the leeward area with our Campbell, Mililani and Waipahu complexes holding the three of the largest campuses within the state in each school level.

Complex Area (SY 2014-15) K-12 Students	Total # within Complex Area	School Size High School	School Size Intermediate	School Size Range Elementary
Campbell	10,730	3024*	815 & 897	650 to 1264***
Kapolei	6265	2024	1435**	530 to 1086***
Mililani	7848	2415*	1766**	603 to 873
Leilehua	7813	1745	838 & 842	429 to 948
Waipahu	8413	2450*	1289**	600 to 1400***

Table 15.0 – Enrollment Numbers – Neighboring Complex Areas

*One of the top three largest campuses – high school
**One of the top three largest campuses – intermediate/middle school
***One of the top three largest campuses – elementary school

3. "Face-to-face" tuition free public charter school option – There are currently no "full day" tuition free public charter schools in the central leeward area. Currently, Hawaii Technology Academy is a virtual/blended learning environment requiring an involved adult coach to remain home with their students.

4. Centrally located, school-wide project based learning option – The closest schools offering a school-wide project based learning environment are located on the Wai'anae coast or within the Moilili neighborhood of Honolulu. Three schools provide a Hawaiian focused project-based learning environment and are located anywhere from 13 to 18 miles away from our targeted area. In addition, the Waianae coast is in the opposite direction of the normal traffic flow making it difficult to provide parents a school option "on the way to work".
Our research illustrates it is apparent The IMAG Academy could easily serve as a much needed educational choice to 390 elementary, 225 middle school (6-8 grade) and 300 high schools students. The large number of public school students and the lack of educational choices for the families in the area have supported our decision to select Waipahu as a centralized location for The IMAG Academy to become a community resource to more than 57,000 eligible school age students within the central leeward area.

2. Facilities.
a. Identification and financing of Facilities. If the proposed school has not obtained a facility, a comprehensive, reasonable, and sound plan and timeline for identifying, securing, renovating, and financing a facility—including identification any brokers or consultants the applicant is employing—that will be in compliance with applicable building codes and meet the requirements of the Academic Plan, including the needs of the anticipated student population. The plan must briefly describe possible facilities within the geographic area in Criterion III.G.1, including addresses, square footage, square footage rent, amenities, previous use, and a general assessment of what needs to be done to bring each possible facility into compliance. If the proposed school has a *virtual* or *blended learning program*, or relies heavily on technology, the description must adequately explain how each possible facility will support the proposed technology model, including electrical capacity and access to sufficient network capacity.
Our goal was to identify an area able to accommodate our initial needs quickly and our growth without moving any established operations and students in subsequent school years. In addition, we hope to be located within or close to businesses and services that we could easily form partnerships.

The area we've identified is on Waipahu Street between the cross streets of Mokuola and Waipahu Depot Street. This area provides a multitude of classroom (office) space and services to accommodate our growth to its capacity. Immediate building and space usage and services

available within this area include the YMCA, The Filipino Community Center (FILCOM), Ballet Hawaii, and Hans L'Orange Park. It is also located close to bus and proposed rail transportation.

This location also allows us easy access to possible community and business partners. For example, within walking distance are Frito Lay, Island Heritage, Waipahu Festival Market, Hawaii Plantation Village, Servco, and Fuji Film.

This location, in its current configuration and use, does not offer "one campus" for our entire school, but due to the many buildings with leasable space it does allow us to expand over time into two or three campuses that can accommodate our three school levels. As the school grows to capacity over 7 years, the following information is an estimate of the minimum square footage needed to accommodate a certain number of classrooms and common or gathering areas. Creativity and an open mind will be our greatest asset.

Square Footage Estimates		
Square footage	# of classrooms*	# of common areas**
Year 1 – 5,500 sq ft	9	1
Year 2 – 8,500	15	1
Year 3 – 12,000	21	1.5
Year 4 – 15,500	27	2
Year 5 – 18,500	33	3
Year 6 – 20,000	36	3
Year 7 – 22,500-Capacity	39	3

Table 16.0 – Square Footage Estimates - Facilities

*Classroom = 500 sq ft
**Common Areas = 1,000 sq ft

Although we have not been able to obtain lease agreements or memorandum of understandings we are in discussion with representatives for the Waipahu Street locations presented below. Charter approval will help to solidify our intent and capability to perform and therefore becoming a more conceivable tenant. Our request documents are provided **in Attachment AA** as proof of our intent to secure and use of these specific facilities.

Our plan is to occupy and use the following building spaces and services for our first and subsequent years. The probably of these spaces and services being available in May/June 2017 is high because the church space is not on the market to be leased and is currently being used as classroom space for their members. The FILCOM Center's space and services are also currently being made available as we would intend to use/share it.
Waipahu Street – Corner of Waipahu Street and Mokuola
Currently, we have budgeted $3.50 sq ft for our facility cost (rent and utilities) with an allotted amount of $16,500 per month.
- International City of Refuge – Space Sharing with current church class and meeting space
  - 94-889 Waipahu Street (Office Building-6000 sq ft) – 6 classrooms
  - 94-929 Waipahu Street (Office Building-4000 sq ft) – 3 classrooms

Although specific "space sharing" fees have not been discussed yet, the current rent for leasing exclusive space within this building has been quoted at $3.00 square foot (includes CAM). This is within our budget.

Our space needs

Although the space being used by the church exceeds our square footage needs, we hope to be able to negotiate a reduced rate based on sharing their existing space and paying for classroom space vs actual square footage.

Current use

The space is configured as classrooms and meeting space and being used at night once a week and on the weekends, therefore we foresee no or only minor renovations. Restrooms are readily available within most spaces.

- FILCOM Center – Periodic space use
    - 94-428 Mokuola Street
        - Ballroom & Courtyard – Lunch area and possible large meeting space
        - Certified Kitchen – Food Service
        - Technology (Computer) Room – Periodic use

Cost

Currently the FILCOM Center works on a per event rental arrangement for the spaces we are interested in and must be vetted within their programs committee, therefore our proposal is still being reviewed.

Our space needs

Although the ballroom and courtyard space is larger than we anticipated, we hope to negotiate a reduced rate based on our flexible, but consistent and guaranteed usage.

In addition and not part of our facility cost, our food service needs would bring in approximately $500-600 per day or $10,000 to 12,000 per month for the FILCOM Center's catering operations.

Current use

The space is configured as it would be used, therefore we foresee no renovations. Restrooms are readily available.

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

As there are a number of options available to us, we have viewed our growth requirements from "growing the school with existing leasable space" and "growing the space to accommodate one campus".   Two options will be at work at the same time.

Existing leasable space – Growing the school

Due to funding and time requirements to plan and build "one campus", upon charter approval we will be working with existing office/classroom space and services within the community to accommodate our current students' needs and continued growth.

The following leasable space is available in this area and within our budget. Due to current lease agreements, negotiations with the applicable landlords and/or brokers, negotiations will begin immediately upon charter approval. We will share our growth plan and intentions to enable collaboration.

2nd year lease target buildings/spaces

- 94-889 Waipahu (1st floor)
- 94-428 Mokuola (FILCOM Center)
- 94-440 Mokuola (YMCA-Youth Building)
- 94-450 Mokuola (Plaza at Milltown)

3rd and subsequent year lease target buildings/spaces

- 94-216 Waipahu (Waipahu Store)
- 94-905 Waipahu (Highway Supermarket)
- 94-925 Waipahu (Salvation Army Store)

One campus vision - Growing the space

Informal conversations were started in 2014 to use land owned by The Hunt Companies located within their Waikele Canyon property.   Zoning, infrastructure, and neighborhood concerns would have to be further investigated. This and other land opportunities within the Waipahu area will be pursued as we would work towards eventually having one campus for our students. This option does not seem to be readily available and we do not foresee it being available for at least 7 to 10 years.

H. Start-Up Period

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

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

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

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

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

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

transition plan described in Criterion III.A.5.e, and any governing board training described in Criterion III.A.8, as applicable; and

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

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

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

Sheila Buyukacar has agreed to work full-time to be the project manager to handle the opening of our school in July-August of 2017. Her project management expertise along with her organizational development experiences will be instrumental in her orchestrating the tasks of the implementation plan and ensuring our organizational structure and plan is integrated correctly to support our academic plan and instructional framework. From a business and organizational standpoint, her positions over the years have provided her in-depth organizational development experiences in strategic planning, policy, process and procedure re-engineering. More important, her 30 years in management and leadership positions have given her invaluable insight and experiences in building necessary and essential relationships across all levels of an organization and community.

The rest of the current board members have agreed to work within their identified areas as presented in Section III.A.3 and to head their respective Committees and/or Task Force as outlined in Section III.A.6. Their collective expert knowledge and hands-on experience in almost every area recommended for running a successful school is present. As important, each member will be able to tap into their personal and professional networks in the community to bring the necessary people with knowledge, skills, solutions, and energy to opening the school and growing our capability to becoming a welcomed community resource.

As important, our plan has identified and budgeted for certain staff personnel to help in our initial and on-going implementation of our startup plan, as presented in **Attachment BB**. As our first round of recruitment is planned for Nov-December 2016 with hiring scheduled for Jan/Feb 2017, personnel will be available on a part-time basis to help during the pre-opening months of January through June 2017. The positions identified and budgeted for will be our school director, business manager, SASA, Project Coordinator, resource teacher, and two or three educators. Together with our board members and community volunteers we will be able to successfully integrate and implement our academic and organizational plans in a financially viable way. Funding to cover our personnel costs and other expenses during startup has been requested via a US DOE Charter School Program grant. We are pending notification of our request.

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

IV. Financial Plan

A. Financial Oversight and Management

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

The financial planning, accounting and reporting system to be used by The IMAG Academy will follow generally accepted accounting principles and the rules of our charter contract. In addition and recommended by The National Charter School Resource Center, the systems established will help us to maintain our planning and budgeting policies, accounting and control systems, and oversight and reporting processes.

Our financial leadership team includes our governing board, board treasurer, school director, and business manager. Each plays an important role in providing accurate and actionable information to all stakeholders for a variety of decisions.

Oversight is provided at the "transaction" level by our business manager and school director. With appropriate written policies, procedures and segregation of duties, each will act as a check and balance in accounting for and expensing out resources needed at the school level. Specific purchasing and procurement decisions will require the appropriate approval levels dictated by the governing board policies, controls, and procedures. Our payroll system will require the school director and administrative staff to oversee time and attendance reports and submitting payroll check requests. The school director and board treasurer will review payroll statements monthly to ensure salaries are consistent with staff contracts and personnel policies.

Our school director will be responsible for income and expense estimates for the upcoming fiscal year. Our main income source (per seat funding) will be driven by communicating and marketing student, school and community successes and reaching our projected enrollment numbers.

Our board treasurer will be responsible for monthly and quarterly financial reporting. Accounting reports; balance sheet, revenue/expense and cash flow reports will provide essential insight into our short-term health. Board policies and the resulting procedures will also ensure monthly, quarterly and annual reviews of metrics that indicate information about our financial stability (ie current ratio, unrestricted day's cash, enrollment variance, total margin, and debt-to-asset ratios). Our board treasurer and finance committee will also be charged with preparing for the annual audit and to provide appropriate trending information to help us understand our ability to sustain the school into the future.

An audit of our financial practices will be conducted annually and will be coordinated as a responsibility of the finance committee. Any persons with expenditure authorization or recording responsibilities within the school may not serve on the committee. The committee

shall contract annually for the services of an independent certified public accountant familiar with the nuisances of a Hawaii public charter school. The audit must be comprehensive to include the school's internal controls and practices. It must provide the information necessary to make short-term health and long-term sustainability determinations that would aid the governing board in their decision making.

The audit will be reviewed by the governing board, and submitted to the state's public charter school commission's administrative office.   Based on discussions with other charter schools, the cost of a comprehensive audit are from $10,000 to $15,000. We will budget $15,000 within the IMAG Academy's Financial Plan Workbook.

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

The governing board, treasurer, finance committee, business manager and the school director appropriately authorize and control the finances of the school. The following are their major roles and responsibilities.

Governing Board	1. Ensures adequate financial controls are in place and reports are in accordance with accounting practices and applicable provisions of the charter contract. 2. Reviews and makes financially sound decisions based on our financial statements and associated metrics. 3. Approves operating budget and reviews associated spend plans 4. Approves charter school's investment policies and reviews them annually.
School Director	1. Ensures adequate financial procedures and controls are in place and that financial information is correct and in accordance with accounting practices and applicable provisions of the charter contract. 2. Prepares the operating budget 3. Monitors income and expenses on a daily basis/investigates irregularities 4. Prepares financial and educational program reports 5. Carries out policies established by the charter school board. 6. Provides information and offers recommendations to Finance Committee. 7. Maintains operational control of inventory
Business Manager	1. Administers the procurements and contracts 2. Posts and keeps transaction ledgers and other fiscal documents 3. Prepares monthly, quarterly and annual reports as necessary 4. Works with the School Director, Board Treasurer & Finance Committee
Board Treasurer Finance Committee	1. Acts as liaison on financial matters between the full board and school director 2. Recommends changes/improvements to accounting/control policies 3. Makes recommendations to and revises budget as needed 4. Reviews monthly financial statements 5. Reviews audited financial statements 6. Readies documents for the annual audit 7. Coordinates board training on financial matters

Table 17.0 – Major Roles & Responsibilities Governing Board

3. <u>Vendor and contractor selection.</u> A description of sound criteria and procedures for selecting vendors or contractors for any administrative services, such as business services,

The following will be provided through contracted services. The criteria for selection will be based on the services needed and the contractor's ability to provide the stated services with the appropriate and required credentials. References will be requested and previous clients contacted.

Annual Audit - $15,000

An annual audit to include the policies, practices, and procedures will be performed by an outside certified public accountant. An audit for a public charter comes with slightly different governance concerns and a CPA that has conducted an audit for a public charter school will be preferred.

HR Services-Ceridan - $6,000

A service provider that works with clients within the Hawaii public charter school system is highly preferred.

Consultant Services-Grant Writer – Year 0 - $5,000

Grant funds during the first several years will be required to provide the necessary funds to operate the school. An expert Grant Writer who has had success in identifying funding opportunities and has received grant awards in the school sector, especially the public charter school area would be a priority.

Consultant Services – Board Development (Capacity Building) - $1,500

Board development will be especially important due to our member's limited experience in board service. A complete compliment of services that include guidance, support and training resources will be needed.

Consultant Services – Staff Development (School Family) - $10,000

Annual School Family training will be necessary at least until we hit our capacity in 2023. A consultant with successful and documented in-class implementation of the school family construct is essential. As important will be experience and lessons of implementation within a high school or middle school level.

Teacher Summer Contracts – Curriculum/Project Alignment - $140/day. Our startup phase requires educators to aid us with our curriculum and project alignment. Educators with experience with community-centered project based learning will be required. Although not necessary, educators that have been provided a contract with The IMAG Academy for the upcoming school year will be preferred.

B. Operating Budget

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

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

2. <u>Budget Narrative.</u> A detailed budget narrative that clearly explains reasonable, well-supported cost assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative must specifically address

the degree to which the school budget will rely on variable income (especially for grants, donations, and fundraising) and must include the following:

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

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

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

Budgets for all years from Year 1 forward will be financially viable with our state per seat funding. Our Startup Year 0 ($278,284) will be dependent upon funds from fundraising, donations-in kind, reduced salaries, and our US DOE Charter School Program (CSP) grant award. Our contingency budget for Year 0 ($128,234) includes further volunteer board member services, negotiated lease reductions, using, reducing and delaying contracts and purchases and being creative with community partnerships.

Assumptions - Revenue/Reimbursement

Enrollment figures are projected based on our goal to create a collaborative teaching community of three teachers per grade and our desired student ratio for grades K-3 of 1 to 20 and 1 to 25 for grades 4-12. In order to provide a family-like atmosphere, it also made sense to start with transition grades, K, 7 & 8. Student revenue projection (State's per student allotment) is $6,500 per student

Year	# of Students	Revenue projected Per Student Funding	Disbursement Assumption July (60%)-November (30%)-January (10%)
1	210	$1,365,000	$819,000 – $409,500 – $136,500
2	345	$2,242,500	$1,345,500 – $672,750 – $224,250
3	480	$3,120,000	$1,872,000 – $936,000 – $312,000

Table 18.0 – Revenue Projections

Free and Reduced Lunch Program Reimbursements-FRL

- Planning estimates are for lunch reimbursements only
- Students eligible (64%) for program calculated as an average of the three school levels, therefore 36% of the students will NOT be eligible
  - Expected percentages: Elementary-70%, Middle-64%, High School-57%

o   Reimbursement (33¢) for each student NOT eligible

US DOE Charter School Program (CSP); Planning, Design Development, & Initial Implementation #84.282B. Award notification was expected in January 2016 with award shortly thereafter. The request covers three years (Jan 2016 – Dec 2018) with the fiscal year January through December. The first year (2016) will be used for planning and design development while the following two years (2017-2018) will be considered initial implementation. The following is a list of potential funding sources for Year 0-3. Please note, Year 1 & 2 federal grant funds were not used within our budget in order to show our financial viability starting in Year 1.

Sources of funds, property, and other resources					
Year	Funding Source	Type	Amount	Timing	Status
Year 0	US DOE Charter School Program	Federal Grant	$295K	Available Mar/Apr 2016	Awaiting notification
	School Fundraisers – Community Events	Donations	$5,000	Dec 2016 March 2017	Anticipated
	Equipment	Donations – In Kind	$5,000	June/July 2017	Anticipated
Year 1	US DOE Charter School Program	Federal Grant	$85K	Available Mar/Apr 2016	Awaiting notification
	Community Partners	Donations (2 partners @ $2,500)	$5,000	Dec 2017 Apr 2018	Anticipated
	School Community Parents-Family	Donations (52 families – 25% of student # @ $100)	$5,200	Dec 2017	Anticipated
	School Fundraisers – Community Events	Art & Product Show Intersession/Summer Program	$5,000	Dec 2017 March 2018	Anticipated
	School Community Parents-Family	In-kind donation Equipment/Furniture	$6,000	June/July 2018	Anticipated
Year 2	US DOE Charter School Program	Federal Grant	$15K	Available Mar/Apr 2016	Awaiting notification
	Community Partners	Donations (2 partners @ $2,500)	$5,000	Dec 2018 Apr 2019	Anticipated
	School Community Parents-Family	Donations (86 families-25% of 345 students @ $100)	$8,600	Dec 2018	Anticipated
	School Fundraisers – Community Events	Art & Product Show Intersession/Summer Program	$10,000	Dec 2018 March 2019	Anticipated
	School Community Parents-Family	In-kind donation Equipment/Furniture	$3,000	June/July 2019	Anticipated
Year 3	Community Partners	Donations (2 partners @ $2,500)	$5,000	Dec 2019 Apr 2020	Anticipated
	School Community Parents-Family	Donations (120 families-25% of student 480@ $100)	$12,000	Dec 2019	Anticipated
	School Fundraisers – Community Events	Art & Product Show Intersession/Summer Program	$10,000	Dec 2019 March 2020	Anticipated
	School Community Parents-Family	In-kind donation Equipment/Furniture	$3,000	June/July 2020	Anticipated

Table 19.0 – Funding Sources

Assumptions – Expenses

Personnel/Staff Plan
1. The number of teachers and assistants are based on creating a collaborative teaching environment of three teachers and an assistant per grade. As important is our goal to provide wrap-around professional development support throughout the school year with the hiring of resource teachers, counselors, and project and parent coordinators.
2. Our staff personnel ensures our school organization is both supported as well as supportive of all school members; teachers, parents, community members.

Personnel Salaries
1. Salary costs are from associated union schedules for SY 2017-18. A 1.6% increase was added to the 2015 schedules for all HGEA Bargaining Unit #3 positions
2. Budget figures used represent a mid-level/mid-step salary recommended by HSTA rep

Facilities
1. Lease rent (includes CAM): $3.00/sq ft   *Utilities: $.50/sq ft
2. Minimum space requirements
3. Year 1 & 2: Classroom size-500 sq ft each and Meeting area-1000 sq ft
   o Year 1: 5500 sq ft   Year 2: 8500 sq ft
4. Year 3: Classroom size-500 sq ft each and Meeting area-1500 sq ft
   o Year 3: 12,000 sq ft

Free and Reduced Lunch Program School Expense
1. Planning estimates are for lunch only
2. Students eligible (64%) for program calculated as an average of the three school levels
3. Costs to school amount of $1.16 per eligible student ($4.25 - $3.09 = $1.16)
4. Used the lower "reduced lunch" allotment amount to calculate expense to the school
5. Lunch cost of $4.25 (per discussions with possible vendor - Keiki Lunchbox)

Cash Flow Worksheet
1. Line Item #1 includes Per Seat Funding (#1)
2. Line Item #2 includes Free and Reduced Lunch Program Reimbursements (#6)
3. Line Item #4 includes Grants (#5), Donations (#740), and Fundraisers (#770)
4. Line Item #6 includes In-Kind Donations (#720)
5. Line Item #7.1 includes all salaries or contract costs for school personnel
6. Line Item #7.2 includes Facility Budget Item: 415 and 440
7. Line Item #7.3 includes Contracts Budget Items: 142, 152, 172, 242, 420, 430
8. Line Item #7.4 includes Furniture Budget Item: 450
9. Line Item #7.5 includes Board Development Budget Items: 111, 113
10. Line Item #7.6 includes Technology Budget Items: 266, 267, 445
11. Line Item #7.7 includes Curriculum Budget Items: 261, 262
12. Line Item #7.8 includes Miscellaneous Budget Items: 173, 182, 185, 244, 370
    a. Supplies & Materials Items: 163, 184, 214, 243, 455
13. Line Item #7.9 includes Free Reduced Lunch Budget Items: 350

Contingency Plan – Year 1

The following contingencies have been identified if student enrollment is lower than expected at identified milestones. The contingency plan is divided into two parts; increasing student enrollment and reducing and/or delaying expenses.

Increase student enrollment (per seat revenue)

Our startup plan in **Attachment BB** includes timelines and milestones to ensure our marketing and recruitment efforts are started as soon as our charter approval. As important, our milestones trigger increased information distribution to ensure maximum exposure of The IMAG Academy's benefits to families within the central leeward area. With more than 40,000 public school students available (over 8,000 in Waipahu alone) our growth from 210 to 915 students across all grades K-12 will be a welcomed educational option for families. In addition, with only 6 of the 15 private schools in the area providing a small-school option for students, grades 9-12, we expect prospective private high school students may find The IMAG Academy an attractive alternative to our large public school campuses or commuting to Honolulu to continue a private school education.

Reduce Expenses

The two line items that make up the majority of our expenses are personnel and facilities. Although the specific decisions will be dependent upon the actual situation, the following are a number of actions that could be taken if we do not meet our enrollment expectations.

Personnel

If enrollment figures do not reach our planned numbers by May 19th there are several actions that can be taken to adjust hiring decisions.

1. Business Manager (.5 FTE - $28,584)
    a. Evaluate work required and redistribute transactional tasks to SASA
    b. Seek professional bookkeeping support services contract
    c. Use contracted services for more flexibility on cash flow
2. Facility Support Staff (.5 FTE -$19,464)
    a. Evaluate work required and seek professional facility support services contract
    b. Use contracted services for more flexibility on hours
3. IT Support (.5 FTE - $21,714)
    a. Evaluate work required and seek professional IT Support services contract
    b. Use contracted services for more flexibility on hours
4. Core Teachers (FTE - $52,049) and Assistants (FTE - $37,051)
    a. If enrollment doesn't support a full class – eliminate a class/teacher position
    b. If enrollment supports a smaller class than planned – combine for possible co-teaching and/or reduce teacher assistants to half time (-$18,234) or eliminate position (-$36,468)

Facilities

There are also other decisions that could reduce facility costs.

1. Seek space and equipment "sharing" options with landlords-negotiate lower rental charges, helping to delay equipment purchases
2. Reduce square footage requirements – Currently our Year 1-3 lease options are already organized into classroom and meeting areas
3. Ensure lease contract includes reduction clause due to changes in enrollment
4. Request a lower starting rent cost for the first 6 months in return for a mid-lease raise or higher annual raise (Year 2) when a stronger financial position is projected.
5. Negotiate lower rent for renovation/permit requirements

6. Request in-kind donation for extensive renovation in return for long term lease terms with higher than normal yearly incremental increases

Other Expenses

The list below highlights the expenses in addition to personnel and facilities that may be adjusted and solutions found to either delay or rethink expenses.

Year 1 Budget Estimates – Contingency July 2017 – June 2018				
Functional Category	**Current Budget**	**Contingency Budget**	**Savings**	**Alternative Actions**
Business Manager	28,584	12,000	16,584	Shift transactional tasks to SASA Use Business Services Contract
IT Support	21,714	12,000	9,714	Use IT Support Services Contract
Facility Services	19,464	12,000	7,464	Use Cleaning Services Contract (10 months)
Curriculum	19,305	2,000	17,305	Purchase Instructor Books only Borrow excess books from HI DOE Schools
School Family Training	9,000	5,000	4,000	Use long-distance-video conferencing Save on airplane and hotel costs of trainer
Staff Laptops	8,400	2,100	6,300	Have staff use own computers Provide loaners (3)
Middle School Chromebooks	28,000	5,000	23,000	Acquire Grant - Purchase 25 for High school classrooms
Facilities	198,000	174,000	24,000	Negotiate a reduced rent for first year Adjust later years
Totals	**$332,467**	**$224,100**	**$108,367**	

Table 20.0 – Year 1 Budget Estimates – Contingency

Contingency Plan – Startup Year 0

If our anticipated US DOE CSP grant is not awarded, we will eliminate, reduce, or realign (delay) our expenses in an effort to plan our cash flow according to the timing of multiple sources of funds. The Contingency Budget presented in **Attachment BB** outlines reduction activities of our startup budget estimates as presented in our Financial Worksheets. This contingency budget will enable us to reduce or realign our cash needs giving us adequate time to make smaller and multiple funding requests.

Eliminated items: If items/services are still required, it may be acquired through donated funds, in-kind donations or a change in the source or form of an item. For example, online training will be used to eliminate travel costs for training.

Reduced items: A multitude of actions may be suitable if required. For example, a reduction in our lease amount could be accomplished by moving in one month later and/or negotiating a mid-year or higher annual raise in rent for a lower starting amount for the first 6 months. Rearrangements will allow us to be flexible and more efficient with our funds during startup.

Contingency Cash Flow
Year 1
Contingency Enrollment Target: 190 students

		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Revenues													
	Per Seat	1,235,000	741,000				370,500							
	FRL	4063		407	406	406	406	407	406	406	407	406	406	406
	Fundraising Donations	21,200		2,500	2,040		2,040	5,500		2,040		2,040		5,040
Total Revenues		**$1,260,263**	**741,00**	**2,907**	**2,446**	**406**	**372,946**	**5,907**	**406**	**2,446**	**407**	**2,446**	**406**	**5,446**
Expenses														
7.1	Salaries	964,662	80388	80388	80388	80388	80388	80388	80388	80388	80388	80388	80388	80388
7.2	Facility Cost	207,000	17250	17250	17250	17250	17250	17250	17250	17250	17250	17250	17250	17250
7.3	Contracts	19,000	3667	3167	667	667	667	1167	667	667	667	667	667	5667
7.4	Furniture	5,000	0	0	0	0	0	0	0	0	0	5000	0	0
7.5	Board Development	1,600	0	0	800	0	0	0	0	800	0	0	0	0
7.6	Technology	13,100	500	500	500	500	500	500	500	500	500	500	5100	3000
7.7	Curriculum	12,500	875	875	875	875	875	875	875	875	875	2875	875	875
7.8	Miscellaneous	5,850	0	1425	125	250	625	0	1675	575	0	0	1175	0
7.9	FRLunch	25,390	0	2539	2539	2539	2539	2539	2539	2539	2539	2539	2539	0
Total Expenses		**$1,254,102**	**102,680**	**106,144**	**103,144**	**102,469**	**102,844**	**102,719**	**103,894**	**103,594**	**102,219**	**109,219**	**107,994**	**107,180**
Net Cash		**$6,161**												

Contingency Assumptions:

1. Enrollment: 190 students (20 less than projected)
2. Used Contingency Budget (See Attachment BB) – Includes $108K of possible cuts to include other non-teacher staffing alternatives
3. Although not taken in this scenario – more variable costs **may be reduced** that were not taken previously, ie rent and technology**.**

Results

3. Student to teacher ratios are actually lowered than our target of K-3 @ 1 to 20, 4-12 @ 1 to 25
4. Teacher staffing not affected – full educational staff still possible (9 teachers & 3 Assistants)
5. Any lower enrollment will result in cuts in teacher and assistants

		July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Contingency Cash Flow **Year 1** **Contingency Enrollment Target: 170 students**													
Revenues													
Per Seat	1,105,000	663,000				331,500		110,500					
FRL	3,635		364	364	364	364	364	364	364	364	364	354	
Fundraisers Donations	21,200		2,500	2,040	2,040	2,040	5,500	364	2,040		2,040		5,040
Total Revenues	**$1,129,835**	663,000	2,864	2,404	364	333,904	5,864	110,864	2,404	364	2,404	364	5,040
Expenses													
7.1 Educators and Staff - Salaries	842,039	70,170	70,170	70,170	70,170	70,170	70,170	70,170	70,170	70,170	70,170	70,170	70,170
7.2 Facility Cost	207,000	17,250	17,250	17,250	17,250	17,250	17,250	17,250	17,250	17,250	17,250	17,250	17,250
7.3 Contracts	19,000	3,667	3,167	667	667	667	1,167	667	667	667	667	667	5,667
7.4 Furniture	5,000	0	0	0	0	0	0	0	0	0	5,000	0	0
7.5 Board Development	1,600	0	0	800	0	0	0	0	800	0	0	0	0
7.6 Technology	13,100	500	500	500	500	500	500	500	500	500	500	5,100	3,000
7.7 Curriculum	12,500	875	875	875	875	875	875	875	875	875	2,875	875	875
7.8 Miscellaneous	5,850	0	1,425	125	250	625	0	1,675	575	0	0	1,175	0
7.9 FRLunch	22,717	0	2,272	2,272	2,272	2,272	2,272	2,272	2,272	2,272	2,272	2,272	0
Total Expenses	**$1,128,806**	92,462	95,658	92,658	91,983	92,358	92,233	93,408	93,108	91,733	98,733	97,508	96,962
Net Cash	**$1,029**												

Contingency Assumptions:

1. Enrollment: 170 students (40 less than projected)

2. Used Contingency Budget (See Attachment BB) – Includes $108K of possible cuts to include other non-teacher staffing alternatives

3. Although not taken in this scenario – more variable costs **may be reduced** that were not taken previously, ie rent and technology**.**

Concerns & Results

3. Student to teacher ratios is at its target max of K-3 @ 1 to 20, 4-12 @ 1 to 25

4. Teacher staffing affected – Eliminated 2 FTE teachers and .5 FTE assistant positions. Resulting staffing @ 7 teachers & 2.5 assistants.

5. Any lower enrollment would result in further teacher reductions and start to have negative effects on teacher to student ratios and our grade level teacher support/collegiality structure (multi-teacher grade levels)

V.   Applicant Capacity

A. Academic Plan Capacity

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

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

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

Deborah Bond-Upson and Sheila Buyukacar, have had individual experiences and success with designing, launching and implementing a number of successful academic programs. Both Randall Shiraishi and Melissa Hawkins have been extensively involved as charter school governing board members. In addition to these current members, our board's Academic Performance and Governance committees and our resource teachers and counselors will play a critical role in keeping our focus on the pulse of our academic framework and instructional strategies. Below is just a small view into what this group has done individually. Their resumes provide a much more detailed account of their accomplishments.

Deborah Bond-Upson has extensive experience in a variety of education, business and technology successes. She has held executive and leadership level positions throughout a number of educational organizations. She created Teacher Universe, as she leveraged technology and assessments to empower teachers and students. As a VP in Product Development for Kaplan Educational Centers, she led 28 west region schools and 30 campus programs. Her curriculum development efforts in teacher professional development and assessment were adopted by the state of Georgia.

Sheila Buyukacar developed and launched the DreamSmart curriculum and program that incorporates project based learning and structures of the Conscious Discipline framework. She had the rare and exciting opportunity to implement the Conscious Discipline framework at a local private school that included developing and facilitating the training and professional development for the school's teachers and headmaster. She developed a wrap-around support system to compliment the workshop sessions and supported the teachers in the classroom. As the Executive Director of The Baby Hui nonprofit organization, Sheila was able to increase the

number of her parent engagement programs with little to no additional resources resulting in a growth in attendance at all of the events.

Melissa Hawkins' classroom experiences include creating and implementing math, language arts and science programs for elementary students. She has incorporated the Habits of Mind concepts to help her students learn "soft" skills in addition to normal subject matter content. Her use of formative assessments has enabled her to better understand her student's needs and adjust her instructional strategies and classroom lesson plans.

Randall Shiraishi's experiences as a Hawaii Job Corps youth counselor and supervisor was responsible for implementing a student evaluation process and assessment program. In addition to his administrative duties, he developed and operated a student civics/leadership program involving student community service.

Collectively, this group has proven their ability to design, launch and lead a school and new academic programs. They have built the administrative backbone (policies, processes, and procedures) that will support our school. Success in curriculum, instruction and assessment is an essential requirement in the many endeavors accomplished by this group. The use of a holistic set of performance management measurements will aid this group in the school's capability to see academic, organization and financial concerns with short and long term views. All members have designed programs that ensured family and community engagement. Their design for The IMAG Academy takes their collective lessons learned into consideration.

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

Our knowledge of our prospective students come from three of our founding members.

Randall Shiraishi was raised in 'Aiea and is familiar with the dynamics of the leeward area. He has over 25 years of experience working with children, youth and socio-economically challenged populations. As a counselor, counseling supervisor, and admissions manager at Hawai'i Job Corps, with over 90% of the students were Hawaiian, Filipinio, Samoan or Micronesian (including Marshallese), he was well aware with multi-ethnic populations. He became familiar with their customs and family dynamics, as well as the political realities. His Job Corps position also gave him experience with English Language Learners from the Pacific region. In addition, as 40% of the statewide child welfare cases emanate from the Leeward region, his involvement in the foster care system gave him a rare insight into the Leeward area.

Ms Shirley Ames is a long-time resident of the Waikele/Waipio area. She attended the neighborhood public schools and her parents still live in the family home. Her daughter attends Kanoelani and participates in the local area parks and recreation programs. Shirley is well aware of the problems and opportunities of both public and private schools in the area. As importantly, she has a large network of leeward area professionals offering us their expertise.

Sheila Buyukacar grew up in Waipahu. She attended August Ahrens Elementary, Waipahu Intermediate and graduated from Waipahu High School. She also attended Leeward Community College. More recently, she was a substitute teacher within the Waipahu/Pearl City Complex Area for a couple of years and frequently worked at Waipahu High School. Her last position was as a long-term substitute at Waipahu High School. She became quite fond of her students over the course of her assignment as she found her classroom to be a mecca for students during recesses and lunchtime. Spending time with and grading over 100 of her students writing assignments has given her a rare insight into their wants, desires and hardships.

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

Although we have multiply offers to provide us guidance, we do not have any essential partners required for our planning, establishing, or implementing of our financial plan. **Attachment HH** has not been used

4. School Director. If the school director is known, a description that:
   a. Identifies the school director;
   b. Summarizes the school director's **academic and organizational leadership record** and includes this individual's resume, provided as **Attachment II (no page limit)**;
   c. Discusses and demonstrates evidence of the proposed school director's experience in and ability to design, launch, and lead the proposed school in achieving its mission and effectively serving the anticipated student population, as well as evidence that the proposed school director is well qualified to implement the Academic Plan.
   d. Describes a thorough recruiting and selection process for selecting the school director, including the rigorous criteria used for screening and selecting candidates based on experience and ability to design, launch, and lead a *high-quality charter school*.

Sheila Buyukacar will be our school director. Her resume is provided within **Attachment II.** Sheila is one of the original founding members and is passionate about the vision, mission and academic framework of The IMAG Academy, a major criteria in selecting our school director. She is an integral part to the design of the academic plan and the development of The IMAG Academy's organizational structure.   Sheila has the organizational development experience, academic background, and proven ability to design, launch, and lead our school.

Organizational development experience

As a US Air Force (USAF) officer, Sheila has been primed to step up to any challenge. It is this type of mentality and experience needed to turn The IMAG Academy from a concept and plan into a reality with the essential foundational organizational policies, procedures, infrastructure and an accepting culture. She will draw upon over 30 years of experience developing new programs and organizations, as well as implementing and sustaining their day-to-day operations.

Hiring and evaluating personnel: As a USAF section supervisor for over 20 years, Sheila has the experience in hiring and evaluating personnel for a variety of organizations. She developed and routinely modified position descriptions based on organizational needs which ensured the appropriate recruitment and hiring of personnel. She was also required to identify, recruit, train, collaborate with, and evaluate personnel within different types of organizations. In addition, she has invaluable experience in collaborating with personnel in setting performance goals and objectives resulting in transparent and useful personnel feedback and formal evaluations.

Administration of day-to-day operations: Sheila has extensive experience in administering the day-to-day operations of a number of different organizations over her USAF career. In many cases, new programs required her to develop associated processes, policies, communication plans, and evaluation criteria. Flexibility and an open mindset were critical to the need to adapt to resource constraints, personnel issues, and changing rules of engagement.

Identifying, recruiting, and training personnel: As a section supervisor, it was imperative to systematically identify, recruit and train personnel in the many functions of each organization. She ensured staff understood their roles and responsibilities and also provided them with the appropriate resources and professional development to excel in their positions.

Hiring and evaluating teachers: As the founder and lead teacher for the Friday Connections program, it was imperative for her to hire and collaborate with a fellow educator that would be able to integrate the foundational curriculum of project based learning and Conscious Discipline structures within the classroom. Constant collaboration, reflection and feedback enabled the program and teamwork to improve on a daily basis.

Administration of day to day operations of a school or educational program: As the founder and lead teacher for the DreamSmart After School and Summer Programs, Sheila kept abreast of students, parents, and school administrator needs throughout every operational aspect of the program. She constantly reflected upon her lessons and sought feedback from students, other educators, and administrators to ensure smooth day-to-day interactions. She employed necessary procedures and policies to ensure the safety of the students enhancing her ability to reach stated lesson and program goals.

Her experience gained as the founder and lead teacher in the Friday Connections program was extensive because the program was a "stand alone" school. The systems she put in place ensured it not only met academic goals, but followed state, city, county, and the Kahala Elementary School's policies. For example, she developed student/parent handbooks which implemented safety, emergency and disciplinary procedures. These were used to ensure proper accountability of the students while at school.

Proven educational ability

Sheila has designed, launched and lead several educational programs for children over the last 9 years. She can draw from her experience as a program and curriculum developer, program educator, and a Conscious Discipline Certified Instructor/Consultant in areas of foundational curriculum development and implementation.

Her DreamSmart After School and Summer Programs were implemented at two public elementary schools and three sites at a private summer program. It integrated project- and place-based learning with a focus on business knowledge and skills.

Sheila has had the rare opportunity to develop a school-wide (K-9) Conscious Discipline* program for a local private school; The American Renaissance Academy. She provided the 2 week long summer training and on-going support for nine staff members and headmaster during the implementation of the program.
*Conscious Discipline is the foundational framework of the School Family. The School Family construct was introduced in 2011.

Academic Background

Sheila's advance academic background spans across 20 years of study and research of business, information resource management and educational systems. Always interested in making sure she improves within her chosen profession; it was only natural for her to return to school to get her advance degree in education. Always part of a management team, Sheila started her studies in Educational Administration, but found curriculum and instruction to compliment her already extensive academic and professional experiences in business and organizational development. In 2013, she earned her Master's in Curriculum Studies and 29 additional credit hours towards her Masters' in Educational Administration

Passion and Persistence

We feel Sheila has the passion and stubborn persistence to turn The IMAG Academy concept into a reality. Her proven record as a leader and manager illustrates she understands what it will take to launch and implement a viable and thriving organization. She has combined her experience with her academic research to understand what it will take to blend the best in teaching, learning and action. We feel Sheila demonstrates the required knowledge and skills to not only design a school, but to launch and lead a school with a vision and dedication to our mission, students, families and community.

5. <u>Management Team</u>. A description of the positions that will make up the proposed school's leadership or management team beyond the school director, if any, including appropriate responsibilities and qualifications for such positions. The description must:
   a. <u>If not known</u>, provide sound job descriptions or qualifications and criteria that will be used to select these positions, as **Attachment LL (no page limit)**, as well as describe a sound timeline, recruiting, and selection process for recruiting and hiring these individuals.

The positions within The IMAG Academy considered to be essential to leading our School Family and managing our limited resources are the Resource Teachers, Counselors, and our Business Manager. Administrative personnel important to the proper management of our school are our SASA, Student Services and Project Coordinators. These positions will become increasingly important as we approach and reach our capacity.

At this time, none of the personnel has been identified; therefore **Attachment KK** will not be used, but the hiring timeline, recruiting and selection processes can be found in **Attachment BB,** 1.d – Staff Recruitment, Hiring and Professional Development. Position Descriptions are

provided in **Attachment LL** and will describe their responsibilities and qualification requirements.

B. Organizational Plan Capacity

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

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

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

Our team has a wide range of experience in developing new and exciting youth programs and educational services. Most important, is our capability and proven record to ensure the necessary policies, processes, and procedures are put in place to support and maintain our school. Each has had to work with staff and their professional development needs. Their understanding of what it takes for a new organization to be viable required their attention to performance management measures and associated metrics across the organization. In addition to our current collective capability, our Governance and Board Development Committees will provide an additional focus on these important areas. As the first hires to our school, our Business Manager, SASA, and Resource Teacher will be integral parts of our organizational capacity.

Although each of our current founding members will be able to bring a different perspective to the planning and implementation of The IMAG Academy, only a summary of some of our accomplishments are shared below in order to provide a view into our collective skill set in regards to our organizational capacity.

Randall Shiraishi's intensive reign as the Executive Director at Halau Lokahi during their charter revocation process provided the platform for him to develop, policies, processes, and procedures to be used to impart controls, checks and balances across the school's operations. His comprehensive research into the laws, rules, and regulations of charter schools and state entities led him to provide the school a foundation of stability during a trying and exhausting fight. In addition, as their Governing Board's Vice Chairman, he was responsible for the governance and oversight of the charter school, leading him to create the necessary governance

documents every school is expected to have. Even in light of the school's eventual closure, his positive attitude was contagious as he supervised five staff members.

Thelma Alane provides The IMAG Academy a wealth of knowledge and practical experience in the startup of organizations. As a systems analyst she routinely developed project plans and improved productivity through streamlining processes while emphasizing best practices for data collection, reporting and decision making.

Sheila Buyukacar's experience is a continuum of years in and outside of US Air Force supervising personnel in creating and implementing new programs. During her 20 years of service, her expertise and skills in policy and operations process development, project planning, implementation and integration usually found herself as part of a special group of officers tasked to "make things" happen. Her ability in building comprehensive programs that included staffing requirements, professional development training workshops and performance management measures offered her many opportunities to work alongside higher ranking officials.

Deborah Bond-Upson is an education innovator and leader in providing well thought out and successful professional development capabilities. One of her many ideas delivered the Teacher Universe technology that integrated training programs across the state of Georgia and accessible by over 70,000 teachers. As an executive at Best Practice Networks, she continued to lead product development to include extensive marketing and partnering with schools across Florida, Georgia, and Massachusetts. Over the years, Deborah has learned that nothing is impossible and she proved it again as she co-founded a Hawaii based chapter of Parents for Public Schools, a group with the goal of improving school, parent and student engagement.

Shirley Ames, a prospective board member, has extensive years of property management and real estate experience. Her personal and professional connections in leasing and acquisition of commercial properties will be invaluable as we identify classroom and office space for our school.

As we continue to build and develop our board our Governance and Board Development committees will provide additional organizational capacity. In addition, several leadership positions (Business Manager, SASA, Resource Teacher) are scheduled to be hired in Feb/Mar 2017; providing us with manpower and additional organizational support.

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

Although we have multiply offers to provide us guidance, we do not have any essential partners required for our planning, establishing, or implementing of our financial plan. **Attachment HH** has not been used.

C. Financial Management Capacity

1. <u>Evidence of Member Capacity-Financial Management team</u>. Evidence that the key members of the proposed school's financial team have the collective qualifications and capacity (which may include, but is not limited to, documented and relevant credentials and experience reflected in the resumes of all members and an understanding, as demonstrated by the application responses, of challenges, issues, and requirements associated with running a *high-quality charter school*) to implement the school's Financial Plan successfully. The evidence must include a description that:
   a. Clearly identifies the key members of the applicant's financial team that will play a substantial role in the successful implementation of the Financial Plan, including current or proposed governing board members, school leadership or management, and any essential partners who will play an important ongoing role in the proposed school's Financial Plan; and
   b. Describes the financial team's individual and collective qualifications for implementing the proposed school's Financial Plan successfully, including sufficient capacity in areas such as financial management, fundraising and development, accounting, and internal controls.

Our current founding members all have developed financial management capabilities due to their involvement in new programs, products and organizations. As suggested by our Board Member Expertise Matrix in Section III, there are two members especially astute in financial management, funds development and fundraising. In addition, our capability will also increase as we hire our Business Manager in Feb/Mar of 2017 and our Finance and Board Development committees are formed. Although not part of our official board, a 34 year veteran in financial management, accounting and internal control processes, Mr Joe Evans has offered to provide on-going support and guidance in developing our financial systems. Both Thelma and Joe will work with our School Director and SASA to ensure control processes and procedures are understood, followed and used.

Thelma Alane has been named our Board Treasurer due to her natural and professional ability to understand financial system requirements and develop the processes and technological tools to aid in our controls. As a Division Director at Socialserve.com she managed a data collection and reporting application used by government agencies and non-profit organizations.

Michael Nakata's specializes in funds development and fundraising with and for non-profit organizations. His efforts for Autism Society of Hawaii grossed $40K in just a two day period.

2. <u>Essential Partners.</u> A description that identifies any organizations, agencies, or consultants that are essential partners in planning, establishing, or implementing the proposed school's Financial Plan; explains the current and planned roles of such partners and any resources they have contributed or plan to contribute to the proposed school's development of its

Financial Plan; and includes evidence of support, included in **Attachment HH** (as referenced in Criterion V.A.3), from such essential partners demonstrating these partners are committed to planning, establishing, and/or implementing the Financial Plan.

Although we have multiply offers to provide us guidance, we do not have any essential partners required for our planning, establishing, or implementing of our financial plan. **Attachment HH** has not been used.