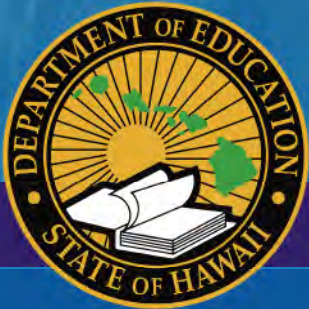


Attachment I



2015-16

MANUAL FOR EVALUATORS AND PARTICIPANTS

Educator Effectiveness System



Message from the Superintendent

As we enter the third year of statewide implementation of the Educator Effectiveness System (EES), I congratulate you on the work you've done to enhance professional practice and student instruction to support the success of our keiki. On behalf of the Hawaii State Department of Education (HIDOE), thank you.

Input from teachers, administrators and other stakeholders led to a streamlined EES and differentiated supports based on performance for School Year 2014-15. Those efforts were well received by the field, as revealed in our EES Joint Survey with the Hawaii State Teachers Association (HSTA). (See bit.ly/DOEHSTAEES15.) Overall understanding of the EES improved across the board, nearly doubling those who have high understanding and cutting those who understand it poorly in half, according to the Ward Research survey. A majority indicated that setting learning goals and monitoring progress are important for improving teaching practice. We are very encouraged by this progress and will continue to make improvements.

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

The Department will continue to collaborate with educators and administrators to further improve the EES and refine the model for the 2016-17 school year. We are grateful for the work of the HSTA-HIDOE Joint Committee and the feedback from our principals and teachers. Mahalo for your commitment to student achievement, quality teaching, and professional growth.

A handwritten signature in black ink, reading "Kathryn S. Matayoshi". The signature is fluid and cursive.

KATHRYN S. MATAYOSHI
Superintendent of Education

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Key Priorities for Implementing the Educator Effectiveness System

The Educator Effectiveness System (EES) is a comprehensive process that evaluates the performance of teachers in the Hawaii State Department of Education to determine how to best target supports for teacher growth and improvement. The Department developed and refined the EES over the course of 12 months of planning and a two-year pilot. The model has been further refined based on data and input collected from stakeholders during statewide implementation in the 2013-14 and 2014-15 school years. Driven by the Department's beliefs about the value and importance of continuous improvement, the EES provides teachers with constructive feedback and structures of support throughout the school year.

Design Values

Nothing matters more than effective teachers

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

Teachers deserve to be treated like professionals

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

The Educator Effectiveness System is about growth

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

- **Clarifying Expectations** – To be effective, teachers and administrators must have a clear understanding of what constitutes successful teaching/system improvement. The multiple EES measures and performance rubrics will identify areas of strength and improvement for our teachers.
- **Providing Feedback** – The EES provides sources of regular feedback to teachers. Feedback is essential to learning and improvement. Under the EES, teachers receive feedback and opportunities for collegial discussion about their data multiple times throughout the school year.
- **Driving Professional Development** – The EES data will help leaders determine what support teachers need, the best way to allocate resources, and what instructional approaches/structures work best. Providing specific feedback to teachers allows them to set goals and seek professional development aligned with their needs.
- **Valuing Collaboration** – Collaboration among teachers is critical. It builds common expectations of student and system outcomes and allows teachers to share best practices. The EES helps facilitate collaboration within schools and between schools by providing a common language and data set to use when talking about teacher practice, student achievement, school improvement, and system change. The Department encourages leveraging existing cooperative structures like data teams, professional learning communities, departments, instructional leadership teams, and grade level teams to help teachers interpret EES.

Supporting the Evaluation Process

Committed to the design values, the Department recognizes the importance of partnering with stakeholders to continuously monitor and improve the process.

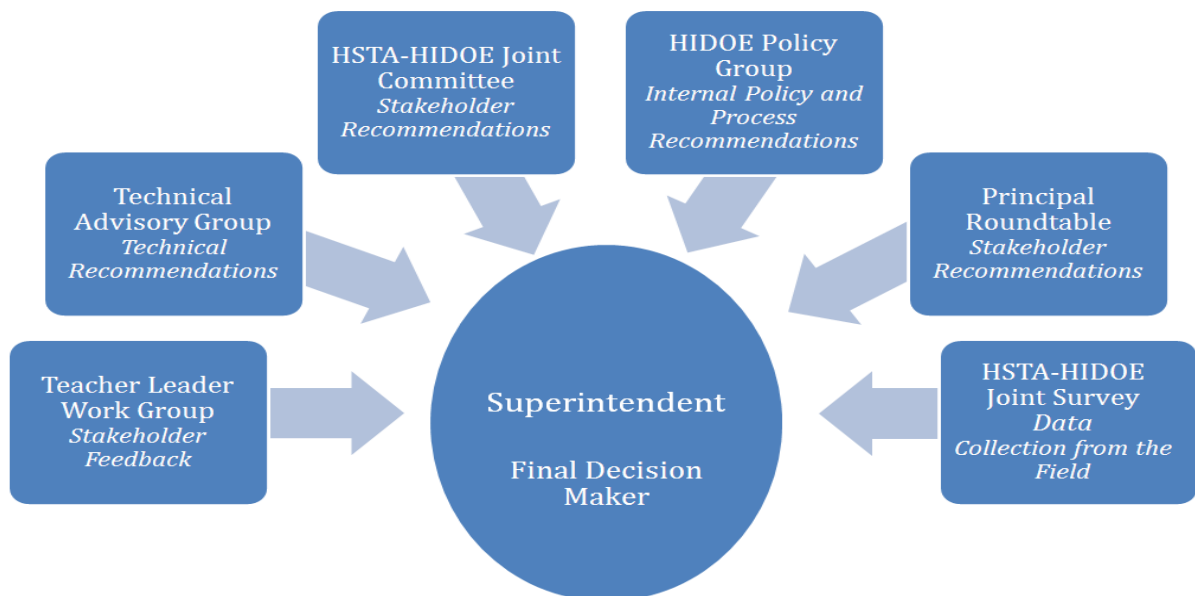
State Leads will:

- monitor the fidelity of the implementation of the evaluation process statewide;
- support the schools and complexes in successfully implementing and understanding the evaluation process;
- refine the EES based on data from the field, state initiatives, and feedback from educators;
- coordinate stakeholder engagement opportunities to gather and synthesize input;
- provide procedural safeguards such as the appeals process.

Complex Areas will:

- train staff and closely monitor implementation of EES in their individual schools, analyze data collected, and evaluate their own needs;
- address teachers' concerns and answer questions to help clarify instructions;
- contribute to shaping and refining the EES process to better meet the needs of teachers and students;
- target professional development needs to impact teacher effectiveness.

Input and Feedback



The Hawaii State Board and Department of Education's joint Strategic Plan laid the groundwork for the EES, and numerous stakeholders have contributed to system enhancements ever since. The collaboration of teachers, administrators, and other key community members has been essential to the development of the EES. Their efforts have helped to create a system that prioritizes student learning, promotes dialogue between evaluators and teachers, and provides educators with clear guidance on how to improve their teaching practice.

Since the beginning of the pilot in 2011-12 Hawaii educators have had a significant voice in revising the EES. The feedback has come in a variety of forms including survey responses and in-person conversations with both teachers and administrators. Continuous improvement has been based on feedback received from various stakeholders, including the Teacher Leader Workgroup, Technical Advisory Group, HSTA-HIDOE Joint Committee, HIDOE Policy Group, Principal Roundtable, Complex Area Superintendents, and the HSTA-HIDOE Joint Survey.

Feedback and input from educators are critical to informing the ongoing implementation of the EES. For more details on the ways in which the Department collects input, please refer to Appendix C: Stakeholder Input Groups.

Teacher Classification

The EES applies to all Bargaining Unit 5 (BU5) employees within the Department. BU5 employees fall into two broad categories: 1) Classroom Teachers and 2) Non-Classroom Teachers. The PDE³ system, which houses the evaluation data and generates a final effectiveness rating, will apply data to teachers depending upon the specified classification of either Classroom Teacher or Non-Classroom Teacher.

Classroom Teachers

Classroom teachers [CTs] are BU5 employees who plan, deliver and assess instruction for students.

Non-Classroom Teachers

Non-classroom teachers (NCTs) are BU5 employees who do not plan, deliver, or assess instruction for students as their primary responsibility. NCTs are professionals who may support students, educators, parents, and other members of the educational community either at a school, complex area, or state office. Each NCT function is critical to the overall system of supports required for successful student outcomes. Examples of NCT roles include curriculum coordinator, literacy coach, registrar, resource teacher, librarian, counselor, student services coordinator, student activities coordinator, technology coordinator, and department head or grade level chair.

Teachers with Multiple Roles

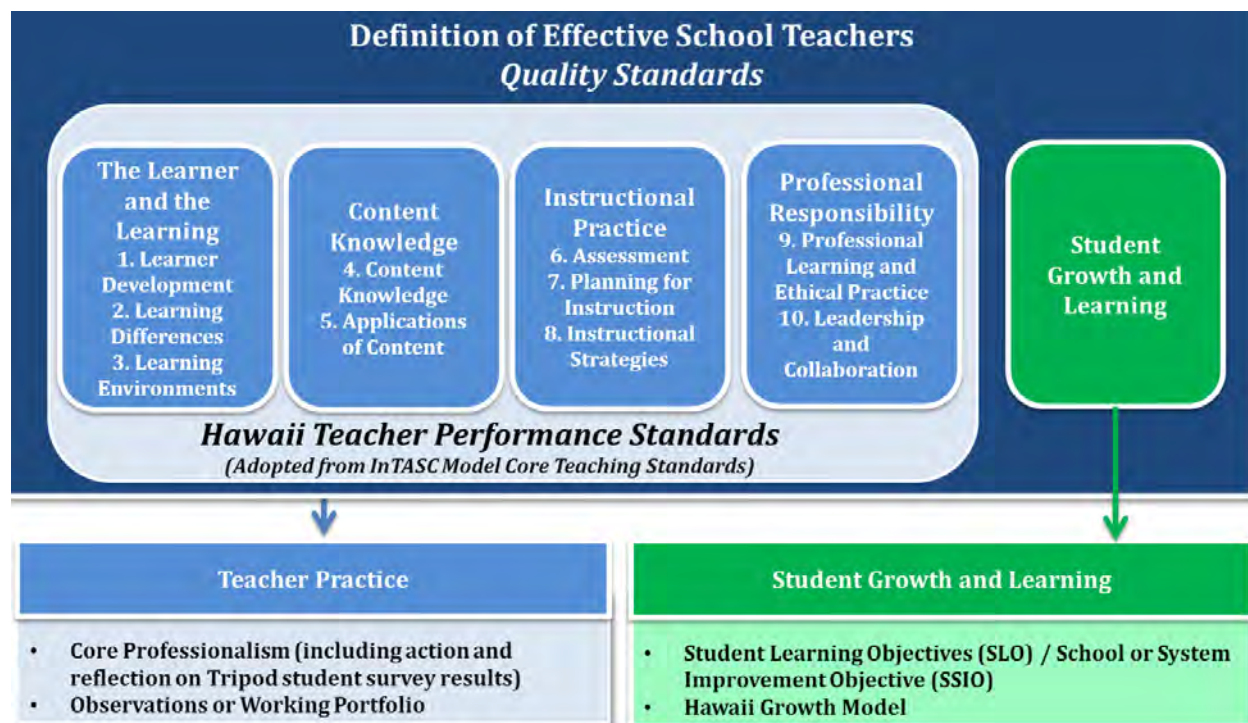
Some teachers may serve in multiple school roles. Teachers who have both classroom and non-classroom responsibilities need to work with their evaluator to decide which teacher classification best applies to their position. Teachers who primarily plan, deliver, and assess instruction for students should generally be classified as CTs. Teachers who perform these tasks on a limited basis but have other primary job responsibilities should be classified as NCTs. If teachers switch roles mid-year, a conference should be initiated by the evaluator to discuss the implications on their evaluation.

EES Measures

The EES measures are rooted in the Hawaii Teacher Performance Standards, which are based on the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards. The EES measures are organized under two categories:

1. Teacher Practice
2. Student Growth and Learning

Hawaii State Board of Education Policy 2055 requires measures of Teacher Practice to account for 50 percent of a teacher’s annual effectiveness rating, with measures of Student Growth and Learning to account for the other 50 percent.



The specific combination and weighting of EES measures used to determine evaluation ratings differ depending on each teacher’s job classification. This is because different data are available for different teaching assignments.

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

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

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

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

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

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

PDE³ will be used to document all evaluation dates, component ratings, and generate a final effectiveness rating.

Differentiating EES to Meet Teachers' Needs

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

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

Non-tenured teachers and teachers rated as less than Effective

Teachers rated this way in the previous year's evaluation participate in an Enhanced Comprehensive Evaluation.

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

Teachers rated this way participate in alternating years of a Standard Evaluation and a Streamlined Evaluation. During the year in which tenured teachers participate in a Streamlined Evaluation, their previous year's final rating can be carried-over. If a tenured teacher does not have a final EES rating from the previous year, the teacher will participate in a Standard Evaluation (i.e. teachers that were on leave, finishing the former PEP-T evaluation, or other special circumstances).

Annual Comprehensive Evaluations

		Comprehensive Evaluations		
		Enhanced	Standard	Streamlined
		<ul style="list-style-type: none"> Any Overall Marginal Rating Teacher Any Non-Tenured Teacher regardless of previous year rating 	<ul style="list-style-type: none"> Tenured teacher with NO EES Rating from previous year 	<ul style="list-style-type: none"> Tenured teacher with Overall Effective or Overall Highly Effective Rating
Teacher Practice	Core Professionalism	Domain 4, and reflection and action on student survey results	Domain, 4 and reflection and action on student survey results	Reflection on student survey results during IPDP conference.
	Observation -OR- Working Portfolio	Two or more formal observations, or a Working Portfolio for Non-Classroom Teachers	One or more formal observations, or a Working Portfolio for Non-Classroom Teachers	Not required in PDE ^{3*}
Student Growth and Learning	Student Learning Objectives -OR- School or System Improvement Objectives	One SLO or SSIO	One SLO or SSIO	Not required in PDE ^{3*}
	Hawaii Growth Model	Teacher MGP or Schoolwide MGP if available	Teacher MGP or Schoolwide MGP if available	Reflection on MGP results during IPDP conference
Final Rating		New rating received	New rating received	Rating of Effective or better carried over from prior year

** Teachers will continue to set learning objectives, engage in data team processes, implement best practices in alignment with the Framework for Teaching, and participate in walkthroughs, which are all part of school improvement processes. However, documentation of SLOs/SSIOs and formal observations in PDE³ is not required for Streamlined Evaluation. See Appendix F: Comprehensive Evaluation Tracks 2015-16*

While a minimum of one observation will be required in the year of a Standard Evaluation, educators are encouraged to engage in multiple observation cycles to improve practice and determine an accurate picture of what is truly happening in the classroom. Administrators can approve or deny additional requests by teachers to conduct additional observations.

If a teacher participating in a Streamlined Evaluation demonstrates a documented performance deficiency (including, but not limited to concerning results in student surveys, Hawaii Growth Model, practices aligned with the Framework for Teaching, or their professional development plan), their administrator can move them to a Standard Evaluation immediately. Streamlined Evaluation does not mean a year off from evaluation.

In determining a final rating for a given year, nothing shall preclude HDOE from using information and data from the previous year. For example, a teacher’s professional development plan in a Streamlined Evaluation can be used as ongoing evidence of growing and developing professionally for Core Professionalism the following year.

Schedule for Transitioning to Differentiated Comprehensive Evaluations

Non-tenured teachers and teachers rated as less than Effective will participate in an Enhanced Comprehensive Evaluation annually.

Tenured teachers who achieved a rating of Effective or better in the prior year’s evaluation will participate in a Standard Comprehensive Evaluation and a Streamlined Comprehensive Evaluation in alternating years.

OHR will publish additional specifics on the transition schedule for teachers who are tenured and received a rating of Effective or better in 2014-15, but it will generally follow the chart below. For 2015-16, these teachers will all participate in the Streamlined Evaluation.

Example Transition Chart : Tenured Teachers with Effective or Better EES Rating in 2014-15

	2015-16	2016-17	2017-18
“Group A”	Streamlined evaluation	Standard evaluation	Streamlined evaluation
“Group B”	Streamlined evaluation	Streamlined evaluation	Standard evaluation

Professional Development Plans

All teachers will develop and maintain a Professional Development Plan that identifies areas for targeted growth and learning. Completion of the learning opportunities within the plan will be considered a matter of professional responsibility. The plan can include a varied amount of conferences with an administrator depending on the type of plan.

For teachers rated as Effective or better: A teacher’s Individual Professional Development Plan (IPDP) can take shape in many different formats, but should include concrete goal(s) for targeted growth and learning. The plan should be based on data such as the teacher’s past performance, student survey results, Hawaii Growth Model results, school goals, self-assessments of strengths and weaknesses, practices aligned with the Framework for Teaching, and any other sources of professional data. Examples of IPDPs could include the Highly Qualified Professional Development Plan, the Induction and Mentoring Growth Plan, or school-designed PD plan, among others.

Teachers will bring their IPDP to their Beginning-of-the-Year conference with their evaluator for discussion and approval. A Progress Check Conference can offer a formal opportunity to make any needed adjustments to the plan if necessary or establish an intervention plan if concerns arise. In addition to supporting quality reflective professional practice and improvement, the IPDP and related conferences can be used to validate the “carried over” rating or trigger intervention.

For teachers rated as less than Effective: In this case the development of the plan will be led by the principal or evaluator. This Principal Directed Professional Development Plan (PDPDP) must be approved within 30 instructional days from the start of the school year. The plan should include specific interventions and teacher expectations, as well as a timeline for improvements to occur.

Example Timeline of Professional Development Plans

	By end of 1 st Quarter Beginning Conference	By 1 st week of 2 nd Semester Progress Check (optional)	By middle of 4 th Quarter Ending Conference
Individual Professional Development Plan (IPDP)	<ul style="list-style-type: none"> Identify how the plan will be documented Review data Identify area(s) for targeted growth and learning Plan should be approved by the end of the first quarter 	<ul style="list-style-type: none"> Implement the plan and document the impact on teacher practice and/or student learning Deficiencies can trigger an intervention 	<ul style="list-style-type: none"> Completion of the plan is a matter of professional responsibility Submit evidence for completion before Ending Conference Discuss results and next steps of professional growth at Ending Conference
Principal Directed Professional Development Plan (PDPDP)	<ul style="list-style-type: none"> Identify which template will be used Use previous EES data to identify area(s) of targeted growth and learning as directed by evaluator Plan must be approved within 30 instructional days from the start of the school year (Single track schools: 9/10) 	<ul style="list-style-type: none"> Progress Check conference suggested to be completed by the first week of January but the principal may need to increase frequency of review based on individual teacher needs 	<ul style="list-style-type: none"> Teacher submits evidence for completion of plan prior to Ending Conference Progress on plan is used as evidence in the Core Professionalism measure Discuss results and next steps of professional growth at Ending Conference

Evaluation Conferences

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

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

Progress Check Conference (optional): If necessary or desired, a meeting can be arranged to discuss progress on all aspects of the teacher's performance. New sources of information about the teacher's practice such as Tripod Student Survey Results, walk-through data, Hawaii Growth Model data, or a change in the teacher's role could trigger a need to meet. Topics could also include the impact of new students on an SLO, progress on a Working Portfolio, or a needed adjustment to a teacher's professional

development plan. Additionally, concerns could be discussed if the teacher has documented deficiencies and an intervention is necessary.

Ending Conference: Teacher and evaluator review the summative feedback for Teacher Practice and Student Growth and Learning at the Ending Conference. Progress made with the teacher’s professional development plan should be discussed along with the teacher’s Final Effectiveness Rating for the school year.

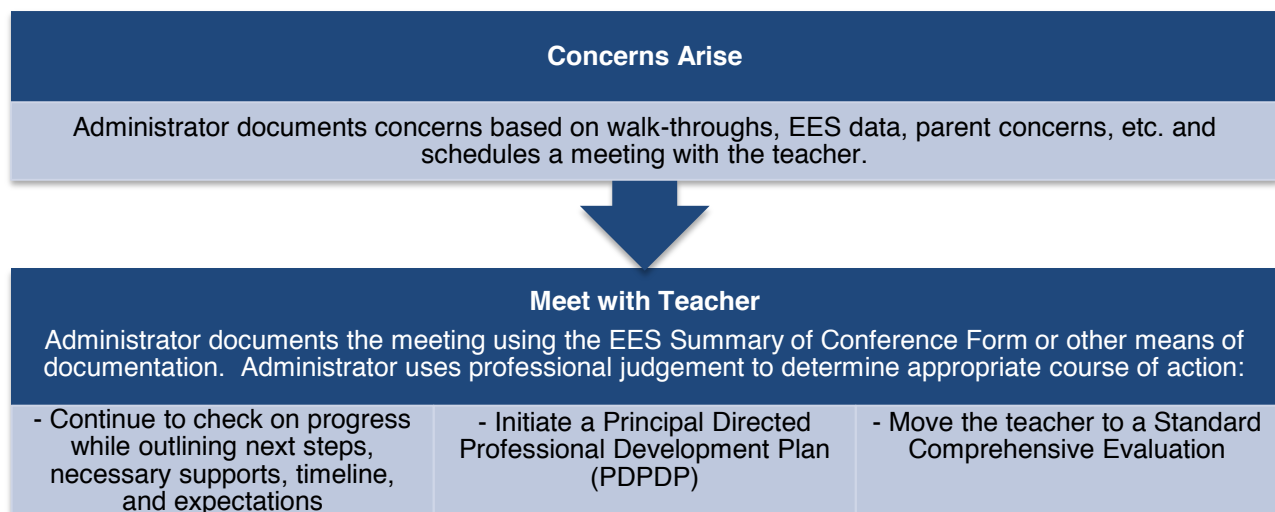
Supporting Teachers with Documented Deficiencies

The differentiated evaluation measures, which are based on a teachers’ prior effectiveness rating, reflect the belief that teachers at different performance levels deserve and require different types of feedback and support. However, in some cases, teachers may demonstrate documented deficiencies that can trigger an intervention for more support. Triggers for initiating an intervention can include, but are not limited to, observations, poor quality SLOs, low Tripod scores, poor student outcomes, parent concerns, or walk-through data. Administrators should document concerns as they arise and schedule a meeting with the teacher to discuss next steps.

One way to trigger more support is to initiate a Principal Directed Professional Development Plan that outlines supports and goals for improving a teacher practice. If a PDPDP is triggered in the middle of the school year, the plan needs to be approved within 30 days of being initiated. The placement of a teacher on a PDPDP should be documented in the Summary of Conference form. See Appendix G: EES Summary of Conference Form.

If a teacher participating in a Streamlined Evaluation demonstrates a documented deficiency, the administrator has the option to move them to a Standard Evaluation immediately. The final date to trigger a teacher to a Standard Comprehensive Evaluation will be the 23rd day of the Second Semester (Feb. 8, 2016).

The administrator should use their professional judgment to assess whether to initiate a PDPDP, a Standard Comprehensive Evaluation, or continue to check on the progress of the teacher while outlining next steps and expectations. The meeting and resulting decision should be documented using the Summary of Conference form. See Appendix G: EES Summary of Conference Form.



EES Training for All Teachers

Attendance for all required training sessions must be recorded in PDE³. Training and support should not be limited to the overviews, but rather ongoing and targeted to support individual needs.

All teachers must participate in an EES Orientation annually.

Topic	Provider	Purpose and Outcomes	Due Date
EES Orientation for SY2015-16	Administrator <i>(or State Office Director)</i>	Watch the EES Orientation Video and provide an overview of the performance evaluation system. Inform teachers about access to the tools, process, performance criteria, guidance manual, method of calculating the annual evaluation rating, and timelines	Must be conducted on an Administrative Directed day prior to the first day of instruction with students*

*With late-hires, training should be conducted as soon as possible, and prior to the teacher's engagement in evaluation components.

EES Overview Trainings for Teachers New to EES

New participants of the EES must participate in the following basic training requirements.

Topic	Provider	Purpose and Outcomes	Due Dates
EES Teacher Practice Overview: Intro to the Framework for Classroom Observations/ Working Portfolios, Core Professionalism, and Tripod Student Surveys	Participant of the Trainer-of-Trainers for "Introduction to the Framework for Teaching" OR certified in the Observation Protocol	Provide teachers with a basic understanding of the components within Teacher Practice, including but not limited to: <ul style="list-style-type: none"> • How the framework may enhance teaching and learning and support teachers' professional growth • Themes within the levels of performance and the focus components 	8/31 or prior to the teacher's first classroom observation
EES Student Growth and Learning Overview: Hawaii Growth Model and Writing Quality SLO/ SSIO	School level or Complex Area trainer	Provide teachers a basic understanding of the components within Student Growth and Learning, including but not limited to: <ul style="list-style-type: none"> • A meaningful learning goal; • An aligned assessment plan; • Rigorous expected targets; • Evidence-based, specific, and differentiated instructional strategies • Understanding Hawaii Growth Model 	8/31 or prior to the Beginning of Term approval date for SLOs/SSIOs

Implementation Deadlines

While many evaluation components have fixed dates, the ideal timing of classroom observations and conferences will vary for each teacher and each school. Teachers and evaluators should collaborate to complete all EES requirements given the constraints applicable to their school and situation. The deadlines shown here are for single-track schools. Multi-track schools need to consult the Complex Area EES contact person for adjusted implementation deadlines. The contact list is available on the HDOE Intranet's EES site.

Deadline	Component	July
7/29 (or prior to the first day of instruction)	Training	EES Orientation SY2015-16 Training for all teachers during Admin Day
Deadline	Component	August
8/31 (or prior to starting EES evaluation)	Training	Overview Trainings for Teachers New to the Educator Effectiveness System
9/15-9/25	Tripod RV	Teachers in Grades 3-12 verify roster for Tripod Student Survey administration (see details in Appendix D: 2015-16 Tripod Student Survey Calendar)
Deadline	Component	September
9/4	SLO/SSIO	Evaluators approve First Semester SLO/SSIO in PDE ³
9/10 (30 instructional days from the 1 st day of school)	PDPDP	Evaluators approve PDPDP for 2014-15 Less than Effective
Deadline	Component	October
10/2 or last day of 1 st Quarter	SGP, IPDP, Core Professionalism, IPDP Working Portfolio SLO/SSIO	Discuss applicable MGP scores during IPDP and Core Professionalism Beginning Conferences Teachers complete development of IPDP Working Portfolio Beginning Conference completed Evaluators approve Year-long SLO/SSIO in PDE ³
10/23	SLO/SSIO	Evaluators approve MidTerm First Semester SLO/SSIO (if applicable) in PDE ³
Deadline	Component	November
11/9-11/20	Tripod	Tripod Survey Window (see more details in Appendix D: 2015-16 Tripod Student Survey Calendar)

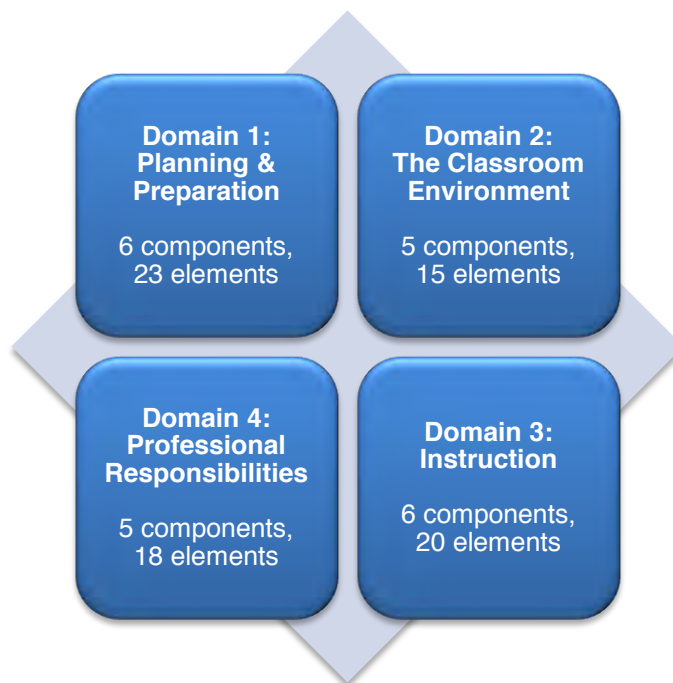
Deadline	Component	December
12/3	SLO/SSIO	Teachers close implementation of First Semester SLO/SSIO
12/18 or day following end of Semester 1	SLO/SSIO Observations	Evaluators finalize First Semester rating for observations and First Semester SLO/SSIO End-of-Term rating in PDE ³
Deadline	Component	January
1/26	SLO/SSIO	Evaluators approve MidTerm Year-long SLO/SSIO in PDE ³
Deadline	Component	February
2/8	EES Track	Evaluator deadline for moving a teacher from Streamlined to Standard Evaluation
2/19	SLO/SSIO	Evaluators approve Second Semester SLO or SSIO in PDE ³
2/25	Tripod	Teachers receive results for Tripod Student Survey, review the results, conduct reflection, and select actions for improvement. See more details in Appendix D: 2015-16 Tripod Student Survey Calendar
Deadline	Component	March
3/24	SLO/SSIO	Evaluators approve MidTerm Second Semester SLO/SSIO in PDE ³
Deadline	Component	April
4/11-5/6	SGP RV	Teachers in Grades 4-8 ELA and Math complete roster verification for the Hawaii Growth Model. See more details in Appendix E: 2015-16 SGP Calendar
Deadline	Component	May
5/6	Obs, WP, CP SLO/SSIO IPDP, PDPDP	Second Semester observations completed. Teachers close implementation for Working Portfolio, Core Professionalism, and 2 nd Semester or Year-long SLO/SSIO Teachers submit end-of-year reflection for PDPDP or IPDP
5/10	Obs, WP, SLO/SSIO, CP, IPDP, PDPDP	All Ending Conferences completed
5/20 (Single and Y tracks) 6/17 (R/B/G tracks)	Final Ratings for ALL COMPONENTS	Evaluators finalize and lock all relevant components in PDE ³ , including SLO/SSIO End-of-Term ratings, Observation ratings, Working Portfolio ratings, Core Professionalism ratings, and Final EES ratings. Teachers receiving Marginal or Unsatisfactory ratings must be notified by the principal by the 3rd Friday in May, 5/20 (for Single and Y tracks), or 3rd Friday in June, 6/17 (for Blue, Red, and Green tracks).

Multi-track schools need to consult the Complex Area EES contact person for adjusted implementation deadlines.

Teacher Practice Measures

The EES measures are organized into two halves: Teacher Practice measures and the Student Growth and Learning measures.

The Teacher Practice measures are based on The Framework for Teaching developed by Charlotte Danielson, which organizes the complex work of teaching into 4 domains, 22 components, and 76 elements.



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

Core Professionalism and Tripod Student Survey Reflection

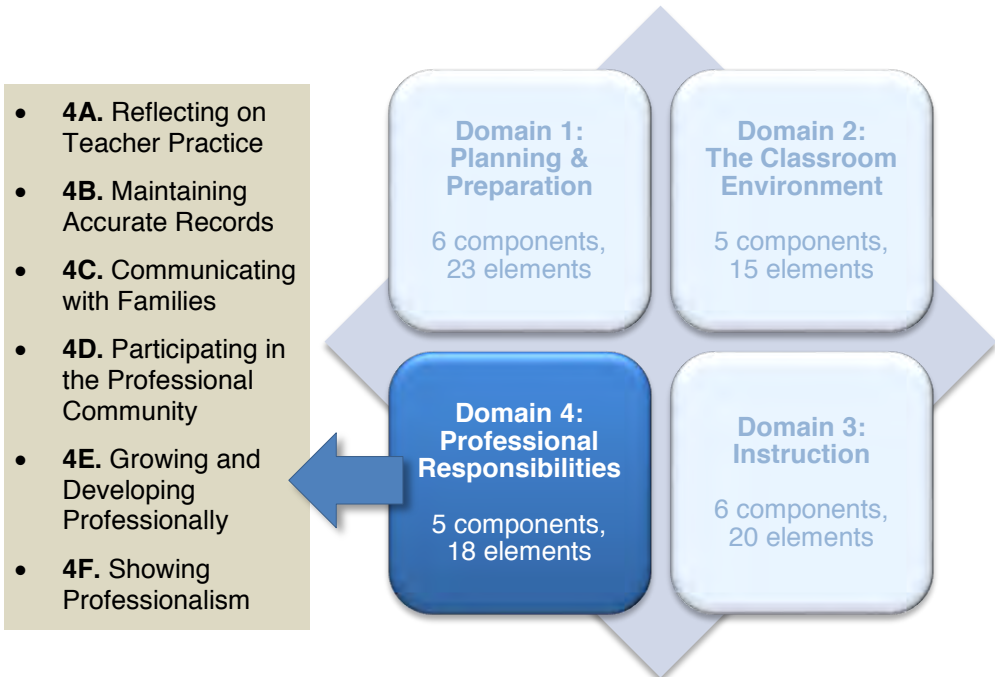
Core Professionalism encompasses the range of responsibilities and activities a teacher handles that are critical to students and schools. Throughout the school year, teachers engage in professional activities that positively contribute to the school culture.

Indicators for Core Professionalism

Core Professionalism consists of two primary indicators: (1) Domain 4 of the Framework for Teaching and (2) reflection and action to improve on Tripod Student Survey results.

1. Domain 4 of the Framework

The criteria and expectations for Core Professionalism are articulated in the Domain 4 rubric from the Hawaii Adapted Framework for Teaching. The domain level rubric provides more of a holistic picture of teachers' professional responsibilities.



2. Reflection and action to improve on Tripod Student Survey results

The Tripod Student Survey collects student perspectives about teaching and learning pertaining to a specific classroom. Teachers will verify one of their classes in grades 3-12 with a minimum of five students to be administered the survey during the roster verification process. Teachers who teach very small classes may need to survey multiple classes to reach this minimum. The survey instrument uses a suite of indicators that capture students’ academic and social behaviors, as well as goals, beliefs and feelings on a Likert scale. The constructs are organized into the 7Cs described below. The 7Cs reinforce and provide additional information about teacher practice aligned with the Framework for Teaching.

Tripod 7 Cs	Example Indicators	Framework for Teaching Alignment
Captivate	“I make lessons intellectually relevant and stimulating because they are important.”	2b, 3b, 3c
Care	“Your <i>success and well-being really matter to me in a serious way.</i> ”	2b, 2d, 3b
Challenge	“I insist upon rigor— <i>understanding, not just memorization— and your best effort.</i> ”	2b, 3b 3c
Clarify	“I have multiple good explanations; when you are confused <i>I will help</i> you understand.”	3b, 3c, 3d
Confer	“You must talk with me to help me understand your ideas and support your learning.”	2b, 3b, 3c, 3d
Consolidate	“I summarize lessons and check for understanding to make learning coherent.”	2b, 3b, 3c, 3d
Control	“Our <i>class is orderly, on task and respectful, with learning as our first priority.</i> ”	2b, 2c, 2d

Process and Requirements

Teachers require different types of feedback, support and opportunities to grow as professionals, therefore the Core Professionalism process is expected to be individualized for each teacher. A Beginning-of-the-Year conference between the evaluator and teachers can help to clarify expectations and provide examples of evidence sources specific to individual schools or office contexts. Teachers should collect quality evidence

over the course of the year that demonstrates their performance in alignment with the various components of Domain 4.

The evidence collected should be focused on quality over quantity, and should reflect a sampling of professional practice throughout the year. Evidence collection should be *differentiated* to provide flexibility and options that reflect each teacher’s job responsibilities while supporting school, complex area and state priorities. The teacher and the evaluator can use the self-assessment sheet to determine a focus for evidence collection depending on the teacher’s individual areas of strengths and areas that indicate a need for growth.

Evaluators may also contribute to the pool of evidence (e.g. following school policies and procedures, participation in professional development, etc.) and must notify teachers when it is going to be used for evaluation purposes. Evaluators are responsible for clearly communicating submission of Core Professionalism evidence deadlines and clarifying expectations to their teachers.

Understanding Tripod Results

Tripod Student Survey results can be used as an opportunity for classroom teachers and evaluators to engage in professional dialogue about continuous efforts to improve teacher practice. The results from the Tripod Student Survey are shared with teachers in two primary formats: (1) a Favorability Report and (2) a Normal Curve Equivalent (NCE) score.

Favorability Report

After the survey results are processed, teachers will receive a favorability report through an email link sent directly from the vendor with instructions for online access. A minimum of five valid completed surveys is necessary to generate a report. To understand the Favorability Report it is essential to understand that when the students complete the surveys they mark one of five response options for each item.

The favorability percentage is the percentage of favorable responses to any 7C’s item within that construct. Neutral or unfavorable responses are not included in the percentage calculation. The percentage of favorable responses for each of the 7Cs is averaged to produce a Composite Favorability Percentage.

Normal Curve Equivalent (NCE) Score

Teachers will receive a Tripod scaled score through PDE³, also known as the Normal Curve Equivalent (NCE) score. The NCE score is an added facet for teacher reflection. All responses, not just the favorable responses are used to create the NCE score. The NCE score communicates how a set of results compared to other results from the same survey level across the state on a standardized metric from 1- 99.

Reflecting and Taking Action on Tripod Results

Once the teacher receives both a Favorability Report to understand how their students responded in alignment with the 7Cs, as well as their NCE score to understand how their scores compared relative to the typical responses within that grade span, the teacher should spend time reflecting on those results. Teachers are asked to identify one or more of the 7Cs as an area of focus and select a course of action to improve practice in alignment with that focus area. The teacher will present their evidence of reflection and action as one source of evidence for the Core Professionalism measure.

Key Deadlines for Core Professionalism

Key Deadlines		
9/15-9/25	Tripod RV	Teachers in grades 3-12 verify rosters for Tripod Student Survey administration (see Appendix D: 2015-16 Tripod Student Survey Calendar)
10/2	Core Professionalism	Beginning Conferences completed for all teachers

11/9-11/20	Tripod	Tripod Survey Window (See Appendix D: 2015-16 Tripod Student Survey Calendar)
2/25	Tripod	Teachers receive results for Tripod Student Survey, review the results, conduct reflection, and select actions for improvement. See more details in Appendix D: 2015-16 Tripod Student Survey Calendar
5/10	Core Professionalism	Ending Conference completed
5/20	Final Ratings for all components	Evaluators finalize and lock all relevant components for Core Professionalism in PDE ³ .

Multi-track schools need to consult the Complex Area EES Contact person for adjusted implementation deadlines.

Rating Calculation for Core Professionalism

Core Professionalism is viewed and rated holistically using the Domain 4 *Hawaii Adapted Framework for Teaching* rubric. Indicators are not rated individually and then averaged, but rather it is the evaluator's judgment of the preponderance of evidence. A single indicator may be important enough to influence the final Core Professionalism rating.

The level of performance assigned by an evaluator on the rubric is quantified using the following ratings:



Additional Resources for Core Professionalism

Login to the HIDOE Intranet EES website's Core Professionalism link: <https://intranet.hawaiipublicschools.org/sixstrategies/EESCP> for the following resources:

- Core Professionalism Overview
- Hawaii Adapted Framework for Teaching Core Professionalism Domain 4 Rubric
- Core Professionalism Training
- Tripod Administration Resources
- Unpacking Tripod Results
- Additional Resources for Roster Verification

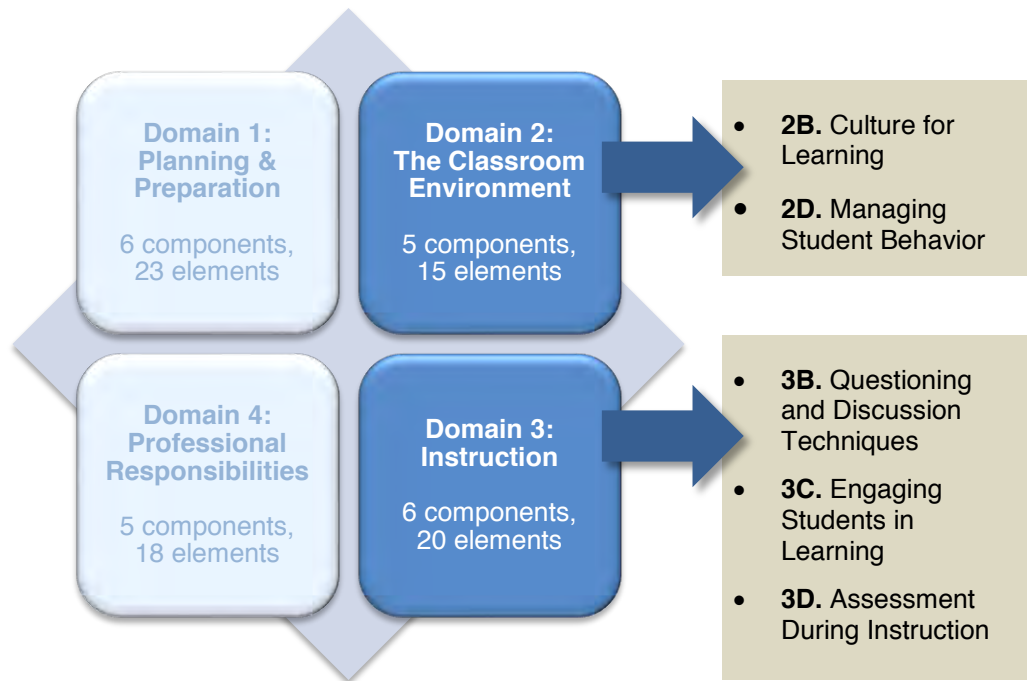


Observations

Observations and collaborative conferencing are critical to understanding and developing teacher practice.

Indicators for Classroom Teacher Observations

There are 11 observable components within Domain 2 (Classroom Environment) and Domain 3 (Instruction) of the Framework for Teaching. HIDOE has decided to focus on five observable components for classroom observations based on their alignment with our statewide priorities. The *Hawaii Adapted Framework for Teaching Rubrics* will be used to guide evidence collection and evaluations of these focus components.



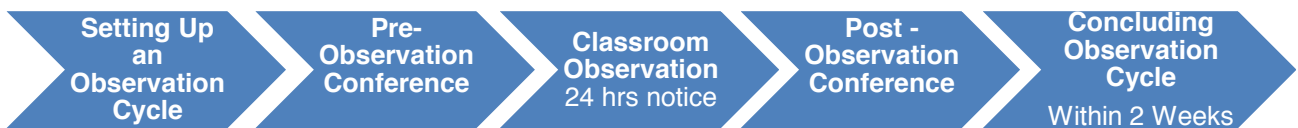
Indicators for Non-Classroom Teacher Observations

With administrator approval, NCTs can participate in observation cycles instead of the Working Portfolio. The NCT and evaluator should work collaboratively when identifying the five most appropriate components for observations from the *Hawaii Adapted Framework for Teaching* rubrics that pertain to Instructional Specialists, School Counselors, Library/Media, Classroom Teacher, etc. The five selected components must come from the observable Domains of the Framework, Domain 2 and Domain 3.

Process and Requirements for Observations

The observation cycle consists of five key steps, which must be completed by the same observer. The lengths of conferences and observations will vary depending on the context.

Sample Observation Cycle:



The expectation is that the evaluator and teacher work together to schedule dates and times for the entire observation cycle. The evaluator may select the most appropriate dates and times if the teacher and evaluator cannot agree. In this situation, a minimum of a 24-hour notice must be provided to the teacher prior to conducting an observation. If a cancellation is necessary, teacher and evaluator should give as much notice as possible. A new cycle will be necessary if the rescheduled observation is covering a new lesson.

Observers must be Educational Officers certified by the Department to conduct observations. Evaluators have the authority to determine the number of classroom observation cycles beyond the minimal observation requirement based on their professional judgment. If a teacher would like to request additional observations, the evaluator can approve or deny additional requests by the teacher to conduct additional observations. The following table shows the Classroom Observation Process,

Classroom Observation Process		
Setting up an Observation Cycle	The goal is to work together to establish mutually agreed upon conference dates and times, format of the pre-conference and necessary information that will be provided for the entire observation cycle. Dates must be documented in PDE ³ .	
	Teacher	Evaluator
	<ul style="list-style-type: none"> Address the pre-conference questions in PDE³ and attach relevant lesson materials to provide context for the upcoming lesson Use an alternate set of questions or format with administrator approval. 	<ul style="list-style-type: none"> May select the most appropriate date and time, if the teacher and administrator cannot agree upon a date and time Provide a minimum of a 24-hour notice to the teacher.
Pre-Observation Conference	The purpose of the pre-observation conference is for the teacher to share lesson objectives and activities along with helpful information that provides context for the observation. Pre-observation conference may occur through email, WebEx, PDE ³ and/or other electronic formats. In situations where the teacher and administrator do not agree on the format, the pre-observation conference will default to face-to-face.	
	Teacher	Evaluator
	<ul style="list-style-type: none"> Share lesson objectives and activities along with helpful information that will assist the observer, such as student characteristics Ask observer to collect specific data, if desired (e.g., "Can you track how many times I call on the boys compared to the girls in my class?"). 	<ul style="list-style-type: none"> Review the pre-conference materials submitted by the teacher in order to better understand the goals of the upcoming lesson Meet with the teacher face-to-face to ask questions rooted in the rubric and to discuss what will be used as evidence of learning.
Classroom Observation	The purpose of the classroom observation is to provide clear, timely, and useful feedback that supports teachers' professional learning. The observation should last as long as it takes to observe the lesson discussed. After the observation, both teacher and observer should match evidence with components and analyze how the evidence aligns with the rubric.	
	Teacher	Evaluator
	<ul style="list-style-type: none"> Carry out the lesson discussed Collect additional artifacts, such as student work samples, to bring to the post-observation conference. 	<ul style="list-style-type: none"> Collect objective evidence noting both student and teacher actions Speak with students during the lesson to gather additional evidence about their learning or typical classroom practice Share the evidence with the teacher, after the observation.
Post Observation Conference	The purpose of the post-observation conference is to engage teachers and administrators in professional conversations that promote quality teaching and learning. Post-observation conferences must occur face-to-face. Administrators must provide a copy of the observation notes to the teacher at least a day prior to the post-observation conference.	
	Teacher	Evaluator
	<ul style="list-style-type: none"> Participate in collaborative analysis about how evidence corresponds to component rubrics Submit additional artifacts to the administrator as evidence if a specific component from the lesson was not observable during the schedule observation. 	<ul style="list-style-type: none"> Facilitate an evidence-based discussion rooted in aligning evidence to the Hawaii Adapted Framework for Teaching Discuss areas of strength and weakness and performance level demonstrated for each component. Record main points of collaborative analysis in PDE³ and select the most appropriate performance rating.
Concluding Observation Cycle	The purpose of concluding the observation cycle is to finalize and reflect.	
	Teacher	Evaluator
	<ul style="list-style-type: none"> Log in to PDE³ and complete the Teacher Post-Observation Conference Summary form Use form to reflect on the observation, the post-observation conference, identify strengths and weaknesses, and next steps. Document any concerns or additional information. 	<ul style="list-style-type: none"> Review the Teacher Post-Observation Conference Summary form after the teacher completes it Add additional comments as needed Finalize the observation cycle in PDE³ after the teacher has had a reasonable amount of time to reflect on the observation and feedback.

Key Deadlines for Observations

Key Deadlines		
12/18	Observations	Evaluators finalize First Semester Observation ratings (<i>when a teacher is participating in more than one observation cycle, the first observation cycle should be completed in the first semester to allow time for teacher growth in response to feedback.</i>)
5/6	Observations	Second Semester Observations completed. (<i>Late hires and other special circumstances might require both to be completed in the same semester.</i>)
5/20	Final Ratings for all components	Evaluators finalize and lock all relevant components for Classroom Observation Cycles in PDE ³ .

Multi-track schools need to consult the Complex Area EES Contact person for adjusted implementation deadlines.

Rating Calculation for Observations

During a post-observation conference for each observation cycle, the observer assigns a final performance level rating for each of the applicable Framework for Teaching components. After all observation cycles are completed, the individual component ratings (five from each observation) will be averaged and quantified using the performance level scoring scale. The final observation rating will be a number from zero to four that is produced by averaging the scores from all of the component level ratings.



Additional Resources for Observations

Login to the HDOE intranet EES website's Classroom Observations link:

<https://intranet.hawaiipublicschools.org/sixstrategies/EESCO> for the following resources:

- Framework for Teaching Smart Card
- Hawaii Adapted Framework for Rubrics
- Overview Training
- Observation Process Videos



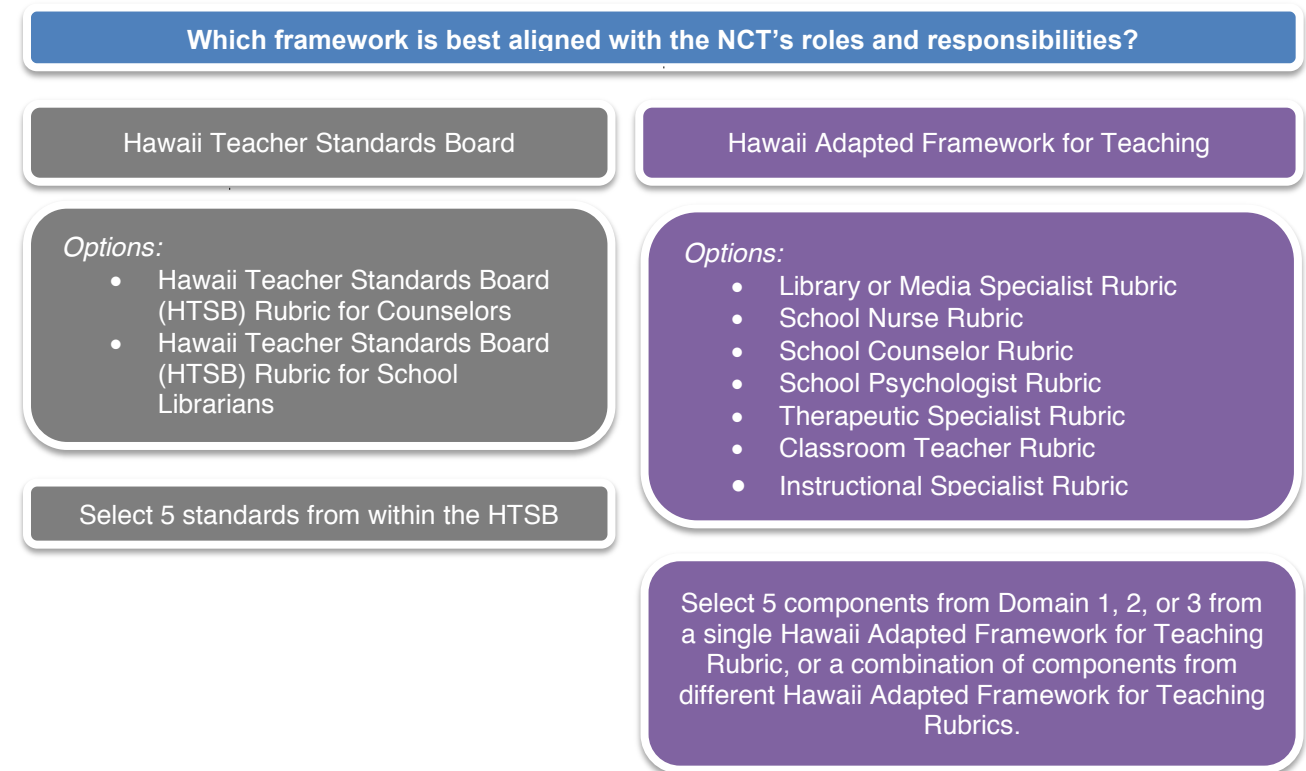
Working Portfolio

Non-Classroom Teachers (NCTs), in collaboration with their evaluator, will have the option to complete a Working Portfolio (WP) in place of Observations. WPs provide a method of documenting a teacher's practice by collecting and presenting quality evidence of meeting performance standards articulated by the *Hawaii Adapted Framework for Teaching* or the Hawaii Teacher Standards Board's (HTSB) Performance Standards for School Librarians and School Counselors. The collection of evidence is the responsibility of the NCT. The evaluator may participate in collecting evidence. The evidence may be compiled in physical or electronic formats as agreed upon by the evaluator.

Indicators for Working Portfolios

NCTs should work with their evaluators to first select either the *Hawaii Adapted Framework for Teaching* or the HTSB-approved professional standards for Librarians and Counselors. NCTs are recommended to choose the framework that best aligns to their job roles and responsibilities. Use of multiple frameworks is not recommended unless the NCT has multiple job responsibilities that are not captured by a single framework. When using the *Hawaii Adapted Framework for Teaching*, the NCT and evaluator may compile a combination of components from Domains 1, 2, or 3 from different rubrics if necessary to best reflect the NCT's primary job responsibilities. It is not appropriate to combine some components from the *Hawaii Adapted Framework for Teaching* and some standards from the HTSB because the two frameworks employ different organizational structures. If the NCT and the evaluator cannot agree, the evaluator will select the most appropriate rubric and components.

Decision Making Chart for Selecting Working Portfolio Components:



Process and Requirements for Working Portfolio

Working Portfolio Process		
Beginning Conference Complete by the end of the 1st Quarter. If NCT assumes position after 1 st quarter, conduct Beginning Conference as soon as possible.	The purpose of the Beginning Conference is to select and approve the five components in a collaborative process between the evaluator and NCT, confirm that the rubric and components meet the Framework and Component Selection Criteria, and discuss and set clear expectations for what types and sources of evidence will be considered high quality and in alignment with the Evidence Selection Criteria.	
	Teacher	Evaluator
	<ul style="list-style-type: none"> In preparation for the Beginning Conference, download the appropriate WP rubric from the HIDEO intranet site (see Additional Resources), complete the Beginning Conference questions in PDE³, and identify the proposed framework, components, and sources of evidence. 	<ul style="list-style-type: none"> In preparation for the Beginning Conference, confirm NCT roles/responsibilities and review the NCT's responses to the beginning conference questions. Document approved framework and components for evidence collection on PDE³. Document date of Beginning Conference in PDE³.
Evidence Collection	The purpose of the Evidence Collection is to gather and document quality evidence connected to the components that demonstrate the typical practice of the NCT over the course of the year.	
	Teacher	Evaluator
	<ul style="list-style-type: none"> Implement strategies to gather multiple types of evidence for each component. Document evidence in PDE³ or use the Evidence Submission Form to document hard copy evidence. 	<ul style="list-style-type: none"> If needed, collect supplemental evidence and share with the teacher.
Progress Check Conference (Optional)	The purpose of the optional Progress Check is to review the progress made, verify if revisions are necessary, and repeat Beginning Conference process for any revisions to the components or types of evidence collected.	
	Teacher	Evaluator
	<ul style="list-style-type: none"> Conference with evaluator as needed. Share evidence/justification for revisions. 	<ul style="list-style-type: none"> Review progress and provide feedback. Document conference, ensure changes are reflected and approved in PDE³.
Ending Conference	The purpose of the Ending Conference is to discuss the submitted evidence for the Working Portfolio and discuss areas of strength, identified areas for growth, and next steps.	
	Teacher	Evaluator
	<ul style="list-style-type: none"> Organize and submit evidence for evaluator's review prior to the Ending Conference. If physical evidences are used, attach the Teacher Evidence Submission Forms. If PDE³ is used, submit descriptions online. Explain evidence alignment to rubric. 	<ul style="list-style-type: none"> Schedule conference date and time with NCT and document in PDE³. Review the evidence collected prior to the Ending Conference. Document Evidence and Ending Conference Collaborative Analysis steps in PDE³ as appropriate. Determine ratings for each component.
Final Summary	The purpose of the Final Summary is to document reflections of the WP process within the Ending Conference Summary in PDE ³ .	
	Teacher	Evaluator
	<ul style="list-style-type: none"> Respond to the Ending Conference Summary prompts within PDE³. 	<ul style="list-style-type: none"> Review and respond to the NCT's reflection, as necessary, in PDE³. Lock rating in PDE³.

Framework and Component Selection Criteria

The selection of a Framework and five components should be based on the criteria below:

- **Reflective of the NCT's primary role and responsibilities**
Although many components or standards in a framework are important, selection of components or standards should reflect significant work required to successfully accomplish the NCT's primary responsibilities.
- **Measureable by multiple types of evidence**
NCT's performance for each component and standard can be captured by more than one type of evidence.
- **Reflect variety**
The components may be derived from Domains 1, 2 and/or 3. Do not include Domain 4 because it is captured in Core Professionalism. Librarians and Counselors using HTSB approved Professional Standards are to select five standards from the framework.

Evidence Selection Criteria

The selection of evidence is based on the following criteria:

- **Clearly connected to one or more of the components**
The evidence reflects the results of at least one of the selected components. (The Danielson Group has suggested that all evidence has a component of "best fit" and might be used as evidence for up to two components.)
- **Use of multiple types of evidence**
It is best practice to provide more than one type of evidence to support the NCT's performance for each component.
- **Evidence demonstrates the typical practice of the NCT**
Evidence of performance is captured over the course of the year and not just in an isolated instance.
- **Quality versus Quantity**
Purposely select evidences of high quality aligned to the component as compared to an overabundance of mediocre-quality evidences to yield the best evaluation result.

Observations as a type of evidence for the Working Portfolio

The evaluator and NCT may choose to supplement the WP with observation data of the NCT. These observations:

- Are not formal observation cycles since the evaluator merely chooses to supplement the WP evidence, not replace it.
- Do not require a formal pre- or post- observation conference.
- Require 24-hour notice prior to the observation.
- Require feedback provided to the NCT within two weeks.
- May include verbatim scripting of comments, statements of observed behavior, numeric information, and/or descriptions of the environment.

Key Deadlines for Working Portfolio

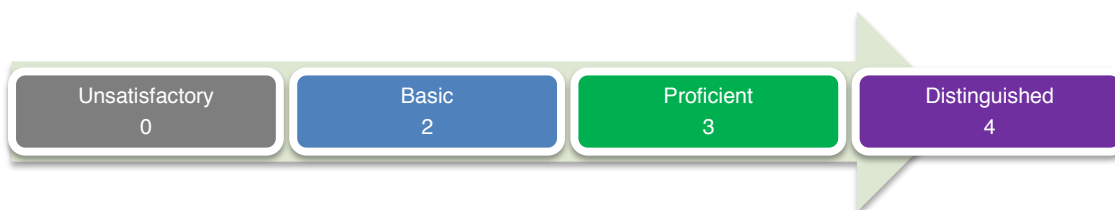
Working Portfolio Key Deadlines		
10/2	Working Portfolio	Working Portfolio Beginning Conferences completed by the end of 1 st Quarter. If NCT assumes position after 1 st Quarter, conduct Beginning Conference as soon as possible.
5/6	Working Portfolio	Teachers close implementation of Working Portfolio
5/20	Final Ratings for all components	Evaluators finalize and lock all relevant components for Working Portfolios in PDE ³ .

Multi-track schools need to consult the Complex Area EES contact person for adjusted implementation deadlines.

Rating Calculation for Working Portfolio

The levels of performance described by the various rubrics are: Unsatisfactory, Basic, Proficient, and Distinguished.

During the Ending Conference, the evaluator assigns a performance level rating for each of the applicable components incorporated into the WP. The individual component ratings are then quantified using the performance level scoring scale. The final WP rating is a number from 0 to 4 that is produced by averaging the scores from all five-component ratings.



Additional Resources for Working Portfolios

Login to the HDOE Intranet EES website's Working Portfolio link:

<https://intranet.hawaiipublicschools.org/sixstrategies/EESWP> for the following resources:

- Frequently Asked Questions (FAQs)
- Hawaii Adapted Framework for Teaching Rubrics
- Hawaii Teacher Standards Board (HTSB) Professional Standards for Librarians and Counselors
- Help Document on Formatting an Individualized Rubric
- Teacher Evidence Submission Form
- Overview PowerPoint
- WP Beginning Conference Questions



Student Growth and Learning

Student Learning Objective and School or System Improvement Objective

SLOs contain long-term academic goals that teachers set for students at the start of a course or semester. These targets shall be specific, measurable, informed by initial readiness evidence, aligned to state or national standards, and specific to the grade level, department or discipline taught. Thus, SLOs should reflect the most important learning specific to the course or subject and grade for the semester or year.

The School or System Improvement Objective (SSIO) is similar to SLOs and serves as an alternate option for non classroom teachers (NCTs). All classroom teachers (CTs) must complete an SLO. An NCT may complete an SLO or an SSIO. An NCT who works directly with students or teachers on acquiring new or improved learning should complete an SLO. An NCT who might not work directly with students but instead work toward school or system improvements may choose to complete the SSIO instead of the SLO. The evaluator and teacher collaborate to determine if an SLO or SSIO is most appropriate. However, if an agreement cannot be reached, the evaluator may select the most appropriate process. Development of the SSIO is an opportunity to set clear goals targeted for school or system improvement and should be approached as a process that engages the NCT in creative problem solving, monitoring of school/school systems, and having rich dialogue with teachers and evaluators.

Indicators for SLOs and SSIOs

An SLO/SSIO is comprised of four key components, outlined in the template and in the Rubric for Rating the Quality of SLO/SSIO.

1. **Learning Goal:** In an SLO, a Learning Goal is a description of what a student should know or be able to do at the end of the instructional term, based on the appropriate instructional standards and curriculum. In an SSIO, the Learning Goal will be based on the appropriate professional standards and will describe what is to be achieved by the end of the semester/year.
2. **Assessments:** In an SLO, the Assessment(s) should be a standards-based, high quality measure using clear criteria or rubrics to evaluate student achievement. In an SSIO, the assessment should be based on high quality measures using clear criteria or rubrics to evaluate the degree to which the expected target was achieved.
3. **Expected Targets:** Expected Targets should identify the expected outcome by the end of the term. CTs will document the readiness level, expectations, and end result for individual students on the Expected Target Record Sheet. NCTs will document the starting point and end results. In an SSIO, targets should be SMART (Specific, Measurable, Attainable, Relevant and Time Bound) and described with data sources for identifying baseline, progress, and end point.
4. **Instructional Strategies:** In an SLO, Instructional Strategies are appropriate and evidence-based, comprehensive in addressing all learner needs, and specific to different aspects of the Learning Goal.

Process and Requirements for SLOs and SSIOs

The SLO/SSIO process is integrated into existing efforts to analyze data, set goals, and implement formative instructional cycles. Teachers must complete one SLO/SSIO for approval and implementation. Failure to complete an SLO/SSIO shall result in a “0” rating. ONLY an approved SLO/SSIO shall be implemented. All NCTs will have the option of using either an SLO template or a parallel SSIO template. The following chart details both processes.

SLO/SSIO Process		
Writing the SLO/SSIO	The purpose of writing the SLO/SSIO is to identify prioritized needs for instructional planning, progress monitoring and rigorous goal setting that impact student growth.	
	Teacher	Evaluator
	<ul style="list-style-type: none"> Reference the SLO/SSIO Technical Guidance and Planning Document. Determine priority curricular area for setting Learning Goal, choosing Assessments, determining Expected Targets and Instructional Strategies. Use baseline data to determine readiness level. Develop teacher-generated success indicators for SSIOs. Submit the SLO (with the Expected Target Record Sheet) or SSIO for approval. 	<ul style="list-style-type: none"> Ensure SLO/SSIO processes and expectations are implemented by teachers in preparation for the approval deadline. Assist teachers in collecting data, analyzing it, and identifying priority area(s). Set schedule for Beginning-of-Term Conference. Review submitted SLO with the Expected Target Record Sheet, or SSIO.
Beginning of Term Conference	The purpose of the Beginning of Term Conference is to review and discuss the SLO/SSIO as submitted.	
	Teacher	Evaluator
	<ul style="list-style-type: none"> Share rationale for the Expected Targets using the prepared SLO/SSIO documents and the Rubric for Rating the Quality of SLO/SSIO. 	<ul style="list-style-type: none"> Facilitate discussion using the Rubric for Rating the Quality of SLO/SSIO and provide feedback. Establish next steps and due dates for any required changes. Document Beginning of Term Conference in PDE³.
SLO/SSIO Approval All components must be acceptable for approval Only Approved SLOs may be implemented Incomplete SLOs will result in zero ratings		
Implement and progress monitor SLO/SSIO	Teacher	Evaluator
	<ul style="list-style-type: none"> Implement appropriate strategies of the approved SLO/SSIO. Monitor student learning and progress towards goal. Collect and organize data. If adjustments to SLO/SSIO and Expected Target Record Sheet is needed: <ul style="list-style-type: none"> schedule a Middle-of-Term Conference with the evaluator resubmit SLO with Expected Target Record Sheet or SSIO for approval. (i.e. include new students and exited students). 	<ul style="list-style-type: none"> Monitor and support teachers during implementation. If necessary collaborate with teacher to schedule a Middle-of-Term Conference. Review any requested revisions on the submitted SLO with the Expected Target Record Sheet, or SSIO.
Middle of Term Conference (if applicable)	The purpose of the optional Middle of Term Conference is to discuss changes to the original SLO/SSIO due to extenuating circumstances, new/exited students, and the data collected to gauge the current level of progress for the SLO/SSIO.	
	Teacher	Evaluator
	<ul style="list-style-type: none"> Collaborate with evaluator to make adjustments to the SLO/SSIO. Make necessary adjustments for approval. 	<ul style="list-style-type: none"> Collaborate with teacher to review and make adjustments to the SLO/SSIO. Approve the SLO/SSIO revisions. Document Middle-of-Term Conference in PDE³.

SLO/SSIO Middle-of-Term Approval All components must be acceptable for approval Only Approved SLOs may be implemented		
Compile and reflect on Outcomes	Teacher	Evaluator
	<ul style="list-style-type: none"> Continue to implement appropriate strategies, refine practice, and reflect on performance. Collect, compile and analyze assessment data and target information. Complete End-of-Term reflection questions. Submit final evidence including record sheet and reflection along with other supporting documents. 	<ul style="list-style-type: none"> Monitor and support teachers with implementation. Schedule End-of-Term Conference with teacher. Review SLO/SSIO, Expected Targets Record Sheet, End-of-Term reflection questions and any supporting documents.
End of Term Conference	The purpose of the End-of-Term Conference is to discuss the data collected, supporting documents, attainment percentage, and rating based on the SLO/SSIO Rubric.	
	Teacher	Evaluator
	<ul style="list-style-type: none"> Discuss the data collected using the SLO/SSIO Rubric for Rating the Quality of SLO/SSIO. Reflect on practice to determine next steps. 	<ul style="list-style-type: none"> Facilitate discussion about the data, supporting documents, attainment percentage, and rating based on the SLO/SSIO Rubric. Document End-of-Term Conference in PDE³. Lock rating in PDE³.

Special Considerations

Teachers who teach students in an alternative learning setting, both on or off-campus (e.g. High Core, Kapolei Complex Alternative Center, Hale O Ulu), may consider NCT options. The teacher and evaluator work together to determine if an SLO or SSIO is most appropriate. If the teacher and evaluator cannot agree, the evaluator may select the most appropriate focus. In cases where the applicability of the type of SLO is in question, consider the following guiding questions:

- Is the teacher responsible for instructing a group of students?
- Does the teacher have a consistent group of students within an interval of instruction (at least a quarter)?
- Does the teacher have adequate contact time or instructional minutes for a group of students?
- If the replies to the above questions are “no,” then the teacher and evaluator may consider setting goals related to job responsibilities (NCT). Under special consideration, certain provisions may be added to cover teachers who have students that are intellectually disabled, medically fragile, or non-verbal.
- In cases where teachers have a very small class size (e.g. less than 10) that addresses drastically individualized student needs (e.g. medically fragile), teachers and evaluators have options to consider depending on the context of the class:
 - Create different SLOs for each student, upload one in PDE³, and keep the rest electronically or as a hard copy. SLOs may integrate Individualized Education Plan goals and objectives.
 - Create a common Learning Goal such as: Students will apply knowledge and skills of verbal and nonverbal language to communicate effectively in various situations, one-to-one, in groups, and for a variety of purposes. The Expected Targets will vary for each student.

Key Deadlines for SLOs and SSIOs

Semester 1 SLO/SSIO Key Deadlines		
9/4	SLO/SSIO	Evaluators approve First Semester SLO/SSIO in PDE ³
10/23	SLO/SSIO	Evaluators approve Middle-of-Term First Semester SLO/SSIO in PDE ³
12/3	SLO/SSIO	Teachers close implementation of First Semester SLO/SSIO
12/18	Final Rating	Evaluators finalize First Semester SLO/SSIOs End of Term rating in PDE ³

Semester 2 SLO/SSIO Key Deadlines		
2/19	SLO/SSIO	Evaluators approve Second Semester SLO or SSIO in PDE ³
3/24	SLO/SSIO	Evaluators approve Middle-of-Term Second Semester SLO/SSIO in PDE ³
5/6	SLO/SSIO	Teachers close implementation of Second Semester SLO/SSIO
5/20	Final Ratings for All Components	Evaluators finalize and lock all relevant components for Second Semester SLOs/SSIOs in PDE ³

Year-long SLO/SSIO Key Deadlines		
10/2	SLO/SSIO	Evaluators approve Year-long SLO/SSIO in PDE ³
1/26	SLO/SSIO	Evaluators approve Middle-of-Term Year-long SLO/SSIO in PDE ³
5/6	SLO/SSIO	Teachers close implementation of Yearlong SLO/SSIO
5/20	Final Ratings for All Components	Evaluators finalize and lock all relevant components for Year-long SLOs/SSIOs in PDE ³

Multi-track schools need to consult the Complex Area EES Contact person for adjusted implementation deadlines.

Rating Calculation for SLOs and SSIOs

During the End-of-Term Conference, the evaluator assigns a final rating for each SLO/SSIO. An incomplete SLO/SSIO will result in a zero rating. Some possible reasons for an incomplete SLO/SSIO may include failure to revise the SLO/SSIO to meet the acceptable indicators of quality, or not completing an SLO/SSIO. Teachers who have an incomplete SLO/SSIO due to an approved leave or a change in position in the middle of the year will not be penalized.

SLO/SSIO ratings are quantified as follows:

Highly Effective: 4

Effective: 3

Developing: 2

Ineffective: 1

Incomplete: 0

Additional Resources for SLOs and SSIOs

Login to the HIDOE intranet EES website's SLO/SSIO link:

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

- SLO and SSIO Overview including Frequently Asked Questions (FAQs)
- SLO and SSIO Rubrics
- CT and NCT Training Resources
- SLO Calibration Module
- CT and NCT Documents
- Teacher Evidence Submission Form
- SLO Supporting Resources
- Acceptable Quality Sample Bank



Hawaii Growth Model

The Hawaii Growth Model makes up one of the two EES measures designed to capture student growth and learning for classroom teachers and school-level NCTs. In the 2014-15 school year Hawaii transitioned to the Smarter Balanced Assessment (SBA) for calculating Student Growth Percentile (SGP) scores. Teacher Median Growth Percentile (MGP) and School wide English Language Arts (ELA) MGP will be posted in PDE³ during the Fall Semester. Because of the timing for scoring the SBA and calculating SGP results, the scores are incorporated into EES one year after they are calculated. The 2014-15 SBA results will be used in a teacher's 2015-16 EES.

Indicators for the Hawaii Growth Model

Student Growth Percentile (SGP)

Student Growth Percentile (SGP) indicate how well a student has progressed compared to others that have demonstrated similar academic performance in the past. This allows all students to have the same chance of attaining high or low SGP scores each year, regardless of their prior performance.

The Hawaii Growth Model is a normative model that ranks each student's state assessment score within a content area against students with similar score histories (academic peers). The SGP resulting from this analysis helps to determine how much a student has progressed within a given year compared to other students with a similar scoring history. An SGP will be generated only if the student has a minimum of two state assessment scale scores from consecutive grade levels in the given subject area. SGPs are not produced for students who repeat a grade, skip a grade, or take alternative assessments.

Median Growth Percentile (MGP)

Median growth percentiles (MGPs) are used to summarize the growth performance for groups of students. MGPs are calculated by finding the midpoint SGP value for all the students in a specific group. For the Hawaii Growth Model, groups of students are defined as either a classroom or an entire school. Medians (middle) are more appropriate than means (average) because medians are less affected by outliers.

Process and Procedures for the Hawaii Growth Model

All school-level teachers will receive a student growth score from the Hawaii Growth Model. Teachers in grade 4-8 English Language Arts (ELA) and Math will receive a Teacher MGP that accounts for 25% of their rating, while the rest of school level teachers will receive a School-wide ELA MGP that accounts for 5% of their rating.

The School wide ELA MGP is used because all educators support student literacy and language development. The School wide ELA MGP only takes students at the school for a full school year and plots them on the line. Then the middle student growth percentile is selected for the School wide ELA MGP.

Roster Verification for Student Growth

The roster verification process will measure individual student enrollment in ELA and math classes over the course of the year guided by inclusion rules for each month (students must be enrolled for 10 or more school days). Weighting is applied to the amount of time students are roster verified for.

Principals are responsible for designating someone to serve as the school's roster verification lead. The roster verification lead will work closely with teachers to ensure student rosters used for SGP reporting and teacher evaluation are accurate.

If a teacher provides and assesses direct instruction in ELA and Math, then they need to verify and submit two different rosters, one roster for each content area.

Teachers in Grades 4-8 ELA and Math – Teacher MGP

- Teacher MGPs will be computed for teachers of ELA and Math in grades 4-8 based on student enrollment information captured through the fourth quarter roster verification process. Students will be counted and weighted based on the length of enrollment using minimum terms that approximate an academic quarter.
- A minimum of 20 SGPs is required to calculate an MGP.
- If a teacher does not have 20 SGPs within one school year, the SGPs can be pooled utilizing up to two prior years of SGP scores. Pooling to meet the minimum SGP count of 20 will begin in SY 2015-16, utilizing 2014-15 results.
- Weighting is applied if a student has multiple teachers contributing to his/her SGP. Each teacher gets credit for the student's outcome depending on how long the student was with each teacher and how many teachers the student had contributing to his/her outcome.

Teachers Not in Grades 4-8 ELA and Math – School wide ELA MGP

- School level teachers in all other assignments, including non-classroom teachers at school-level, will receive a School wide ELA MGP as 5% of their final evaluation rating. It is not possible to calculate a Teacher MGP for teachers outside of grades 4-8 ELA and Math.
- School wide MGPs follow the conventions from the Strive HI Performance System, the state's school accountability system.
- Students must be at the school for one full academic year to be included in the school-wide ELA MGP.
- Teachers do not have to participate in the Roster Verification process for the School wide ELA MGP.
- Teachers must be active employees for at least two quarters to receive a School wide ELA MGP.

Key Deadlines for the Hawaii Growth Model

Key Deadlines		
10/2	SGP	Discuss applicable MGP scores during Beginning Conferences
4/11-6/1	SGP RV	Teachers in Grades 4-8 ELA and Math complete roster verification for the Hawaii Growth Model. See details in Appendix E: 2015-16 SGP Calendar.

Multi-track schools need to consult the Complex Area EES contact person for adjusted implementation deadlines.

Rating Calculation for the Hawaii Growth Model

Growth calculations are performed shortly after state assessment scores are validated and finalized. Teacher MGPs are calculated in the fall. Due to the time required for this process, MGPs used for evaluation within the EES will lag by one school year.

Hawaii Growth Model ratings of 1-4 for teachers with an available Teacher MGP are based on the scoring bands described below. The bands are based on the belief that effective teachers provide a year's worth of learning to the majority of their students. Teachers meeting this standard are considered Effective, those doing more are considered Highly Effective, and those not meeting this standard are considered Marginal or Unsatisfactory. An SGP of 50 can be considered a year's worth of growth, and this value plus a small cushion provide the anchor to the cut scores.

EES Rating	Teacher MGP Range
1	1 - 30
2	31 - 39
3	40 - 60
4	61 - 99

Hawaii Growth Model ratings of 1-4 for teachers with an available Schoolwide ELA MGPs are based on the following scoring bands described below.

EES Rating	Schoolwide ELA MGP Range
1	1 - 39
2	40 - 43
3	44 - 57
4	58 - 99

Teachers without prior year's growth data will not have a Teacher MGP or School wide ELA MGP factored into their evaluations.

Additional Resources

- **SchoolView**

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



- **Longitudinal Data System (LDS)**

The Longitudinal Data System (<https://staff.hawaiidoe.net/lds>) collects data from various sources over time. As with SchoolView, teachers log in to LDS through the DOE’s single sign-on. Student growth trends of current students can be located by teachers and administrators on the LDS and triangulated with other data sources such as attendance records. Summaries of school wide data are available on LDS, including the percentage of students that are catching up and keeping up with expected growth targets school wide.

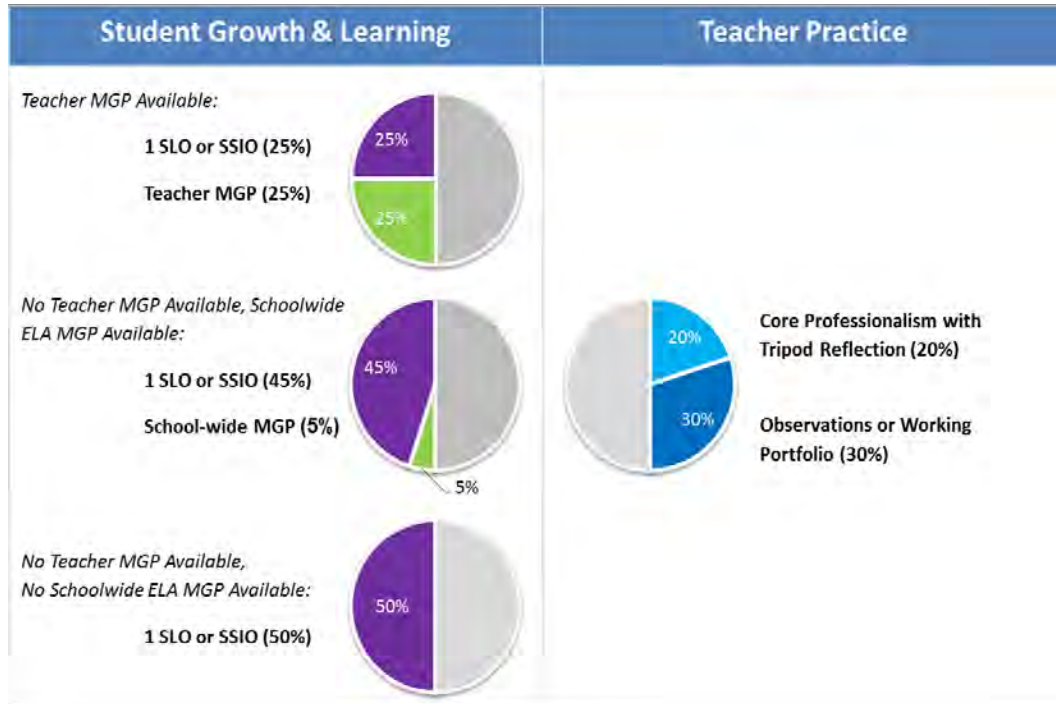
- **HIDOE Intranet EES Page:**

- Login to the HIDOE Intranet EES website’s Hawaii Growth Model link: <https://intranet.hawaiipublicschools.org/sixstrategies/EESHGM> for the following resources:
 - Frequently Asked Questions (FAQs)
 - Technical documents
 - “Measuring and Calculating Student Growth” - Prezi Presentation
 - Growth Model website tutorial: Tutorial for the public level views of the Hawaii Growth Model Website to look at school wide scores.
 - Growth Model tutorial for private level views: Tutorial for the Private Level Views of the Hawaii Growth Model Website to look at individual student.
- Login to the HIDOE Intranet EES website’s Roster Verification link: <https://intranet.hawaiipublicschools.org/sixstrategies/ees/Pages/EESRV.aspx> for the following resources:
 - Student Growth RV
 - Roster Verification Steps: SGP

Final Effectiveness Rating

A teacher's Final Effectiveness Rating is based on combined ratings from the two measures of Student Growth and Learning and the Teacher Practice.

The Teacher Practice Rating and Student Growth and Learning Rating are determined by calculating a weighted average, based on weightings for each EES measure. The weighting of each measure will vary depending on each teacher's classification and the data available from that evaluation year. Ultimately the ratings for Teacher Practice and Student Growth and Learning will be combined into one Final Effectiveness Rating. Within PDE³, teachers will be able to see annual rating data, as well as historical data about their performance. No teacher shall be rated less than Effective without proper documentation.



Once teachers have a rating for Teacher Practice and Student Growth and Learning, this value is rounded to the nearest whole number. Each teacher's Final Effectiveness Rating can then be determined by matching the teacher's rating on Student Growth and Learning with the teacher's rating on Teacher Practice using the matrix shown.

Student Growth and Learning				Teacher Practice	
Unsatisfactory 0-1	Marginal 2	Effective 3	Highly Effective 4		
Marginal	Effective	Effective	Highly Effective		Highly Effective 4
Marginal	Effective	Effective	Effective		Effective 3
Marginal	Marginal	Effective	Effective		Marginal 2
Unsatisfactory	Marginal	Marginal	Marginal	Unsatisfactory 0-1	

Impact of Final Rating on Employment Action(s)

Employment action (tenure, extension of probation, termination, non-renewal, etc.) are based on the Final Rating.

Impact of School Year 2015-2016 EES Final Rating on Employment Actions and Pay Increase			
TEACHER STATUS	FINAL RATING	EMPLOYMENT ACTION(S) for School Year 2016-17	PAY INCREASE for SY 2016-17
<ul style="list-style-type: none"> All 	Effective/ Highly Effective	Continuation of employment	Eligible
<ul style="list-style-type: none"> Tenured Probationary first annual rating Temporary Teaching Assignment Agreement 	Marginal	Continuation of employment. Principal Directed Professional Development Plan (PDPDP)	Ineligible
<ul style="list-style-type: none"> Probationary second annual rating Temporary Teaching Assignment Agreement 	Marginal SY2015-16 with prior Effective rating in SY2014-15	Extension of probation. Principal Directed Professional Development Plan (PDPDP)	Ineligible
<ul style="list-style-type: none"> Probationary 2nd Annual Rating 	Marginal SY2015-16 with prior Marginal rating in SY2014-15.	Non-renewal of employment	Not Applicable
<ul style="list-style-type: none"> All 	Unsatisfactory	Termination of employment	Not Applicable

Expedited Appeals Process

An Expedited Appeals procedure for tenured teachers rated Marginal shall be used instead of Steps 1 and 2 of the grievance procedure, Article V, for performance evaluations only. An appeal may only be made for the final effectiveness rating of Marginal. This appeals process will be in place for evaluation ratings based on the 2014-15 school year, and thereafter. Expedited Appeals forms and instructions are posted in Appendix H: Teacher Evaluation Expedited Appeals Form-Instructions and Appendix I: Teacher Evaluation Expedited Appeals Form.

The forms can also be accessed by logging on to the HDOE Intranet and accessing the OHR Forms Library at <https://intranet.hawaiipublicschools.org/offices/ohr/>:



- Teacher Evaluation Expedited Appeal Form: <https://intranet.hawaiipublicschools.org/offices/ohr/OHR%20Forms/Teacher%20Evaluation%20Expedited%20Appeals%20Form.pdf>
- Teacher Evaluation Expedited Appeal Process Instructions: <https://intranet.hawaiipublicschools.org/offices/ohr/OHR%20Forms/Teacher%20Evaluation%20Expedited%20Appeals%20Form%20-%20Instructions.pdf>

Appendix

A. Key Terms

Classroom Teacher (CT)

A Bargaining Unit 5 (BU5) employee within the Department who plans, delivers and assesses instruction for students.

Educator Evaluation System (EES)

The evaluation system for BU5 members employed as teachers within the Department.

HIDOE Intranet (<https://intranet.hawaiipublicschools.org/sixstrategies/ees>)

The Intranet is an internal website for HIDOE staff. It includes a site devoted to the EES that connects users to videos, presentations, reference documents, Frequently Asked Questions and other communications materials.

Individual Professional Development Plan (IPDP)

A professional development plan developed by all teachers rated as Effective or better. The plan will be collaboratively developed based on a review of data including, but not limited to, results in student surveys, Hawaii Growth Model, and practices aligned with the Framework for Teaching. In addition to supporting quality reflective professional practice and improvement, the IPDP and the conferences with the administrator about the plan can be used to validate the “Carried over” rating or trigger intervention.

Median Growth Percentile (MGP)

An aggregate measure calculated by finding the median score for a group of SGP scores.

Non-Classroom Teacher (NCT)

A BU5 employee within the Department who does not teach any class, or is not primarily responsible for planning, delivering and assessing instruction for students.

Principal Directed Professional Development Plan (PDPDP)

A professional development plan for teachers rated Less than Effective. The PDPDP will be directed by the principal or evaluator.

PDE³ (<https://pde3.k12.hi.us>)

PDE³ stands for Professional Development Experiences that Educate and Empower. PDE³ is a platform for transparent documentation between teachers and evaluators for the EES, as well as a platform to search for professional development opportunities.

Roster Verification (<https://rostersonline.k12.hi.us>)

A process to record and validate instructional relationships between students and teachers. The online tool captures data from the Electronic Student Information System (eSIS) to help schools build rosters for teachers to verify. While the same online tool may be used for Tripod and Hawaii Growth Model, the roster verification administrations are distinct due to differences in what type of information needs to be collected for each metric.

Roster verification administrations involve a) school teams and administrators preparing the system, b) classroom teachers verifying student roster data, and c) school administrators approving the data at two points in a school year. All classroom teachers in grades 3-12 who are responsible for delivering instruction and assigning or collaborating in the assignment of grades or monitoring student progress will verify rosters during the designated Tripod roster verification window. Only teachers who are responsible for delivering instruction for mathematics and ELA in grades 4-8 will verify rosters for SGP attribution purposes.

School or System Improvement Objective (SSIO)

SSIOs provide the opportunity for non-classroom teachers to set targets for school or system improvement; plan for prioritized needs or focus area of the school, complex, or state; focus on areas of need within the scope of the individual role and responsibilities; backward plan for a successful outcome of reaching the goal; align to professional standards when applicable; and reflect on outcomes based on data.

School wide ELA MGP

The median of all student growth percentiles achieved in English Language Arts across a school.

Smarter Balanced Assessment (SBA)

The Smarter Balanced Assessment (SBA) is an assessment system developed by a state-led consortium (including Hawaii) to accurately measure student progress toward college and career readiness. SBA replaced the Hawaii State Assessment in the 2014-2015 school year.

State Assessment

Up until 2013-14 this was the Hawaii State Assessment (HSA), which measured proficiency in reading and mathematics relative to the Hawaii Content Performance Standards. Beginning in 2014-15, the State Assessments became the Smarter Balanced Assessment (SBA) which measures proficiency in English language arts and literacy and mathematics relative to the Hawaii Common Core Standards.

Strive HI Performance System

Hawaii's school accountability and improvement system that was approved by the U.S. Department of Education in May 2013. It replaces many of the federal No Child Left Behind Act's most outdated and ineffective requirements with a system better designed to meet the needs of Hawaii's students, educators and schools.

Student Growth Percentile (SGP)

A rank from 1 to 99 relative to students with similar achievement histories.

Student Learning Objective (SLO)

SLOs provide the opportunity for teachers to set an academic goal for specific students; plan for the most important learning of the year (or semester); determine specific and measurable learning targets based on initial evidence of student readiness levels; align goals to Common Core, state, or national standards, as well as any other school or complex priorities; use data to monitor student learning, differentiate instruction based on student needs; and compile, organize, rate, and reflect on outcomes.

Teacher ELA MGP

The median, or middle value, summarizing the growth performance of students linked to an individual teacher instructing grades 4-8 English Language Arts classes.

Teacher Math MGP

The median, or middle value, summarizing the growth performance of students linked to an individual teacher instructing grades 4-8 math classes.

Teacher Median Growth Percentile (MGP)

The median growth percentile summarizing the complete set of student growth scores, both English Language Arts and mathematics, linked to an individual teacher.

Tripod Student Survey (Tripod)

Surveys administered to students and treated as formal assessments capturing students' perceptions of their classroom experiences. Teachers are provided with feedback about how to improve their teaching practice.

B. Recommended Resources

Complex Area Support Team

Each complex area will have at least one lead educator who will serve as the EES facilitator and trainer. A list of these contacts is available on the HDOE Intranet EES website.

EES Help Desk

The EES Help Desk will provide callers with knowledge, awareness, and understanding of the EES components. In addition, the Help Desk documents caller feedback to improve overall EES training and implementation planning.

Phone Number: 808-586-4072

Hours of Operation: 7:30 A.M. - 3:30 P.M.

Days: Monday-Friday, except state and federal holidays and the winter break period

Hawaii Adapted Framework for Teaching

Enhancing Professional Practice: A Framework for Teaching

This is the foundational book for the Framework for Teaching. It includes the complete description of all components and elements, with levels of performance written at the element level. In addition, there are frameworks for non-classroom specialist positions, such as school librarians, nurses, psychologists, etc. The research foundation is included as an appendix.

Hawaii Adapted Framework for Teaching

This rubric combines the element level rubrics for each component along with the component level rubrics from the 2013 Framework for Teaching Evaluation Instrument. Instead of displaying the entire rubric, this has been adapted to only display the focus components of Hawaii's Educator Effectiveness System.

Implementing the Framework for Teaching in Enhancing Professional Practice: An ASCD Action Tool

Charlotte Danielson and six members of the Danielson Group collaborated to create this book. It contains specific examples for each component and element of the Framework for Teaching, for proficient and distinguished levels of performance.

Talk About Teaching! Leading Professional Conversations

A book written by Charlotte Danielson to help school leaders understand the value of reflective, informal, professional conversations in promoting a positive environment of inquiry, support, and teacher development. Organized around the “big ideas” of successful teaching and ongoing teacher learning, it explores the unique interaction of power structures in schools.

You Don't Have to be Bad to Get Better

A book written by a senior Danielson Group member about the attributes of strong instructional leaders. The author explores how leaders are able to develop, support, and sustain quality teaching in any school environment. School leaders at all levels will develop strategies for transitioning from a culture of fear and criticism to a culture of learning.

C. Stakeholder Input Groups

Since the inception of the EES, many educators and community leaders have given input to help design the EES and to make the EES stronger each year of implementation. Some of the important stakeholder groups who have influenced this work are:

Teacher Leader Workgroup

Since 2010, the Teacher Leader Workgroup (TLW) has met regularly to inform the EES design and implementation. In school year 2014-2015, the TLW expanded to over 50 people from all 15 complex areas. This group provided formal recommendations to the Deputy Superintendent and the Joint Committee.

HSTA-HIDOE Joint Committee

The HSTA-HIDOE Joint Committee of four HSTA and four Department members provides formal recommendations to the Superintendent.

Technical Advisory Group

The EES Technical Advisory Group (TAG) is comprised of national, regional, and local experts who provide recommendations to the HSTA-HIDOE Joint Committee to ensure EES fairly assesses the effectiveness of educators. Based on a review of existing HIDOE policies and practices, data, and other state and complex area policies and practices, the TAG provided recommendations to the Joint Committee on EES design modifications for school year 2014-15.

HSTA-HIDOE Joint Survey

In addition, HIDOE received feedback via the HSTA-HIDOE joint survey of teachers, the 48 principals who participated in the EES Principal Working Group, and the Hawaii Government Employees Association's elected Board of Directors for Unit 6.

Hawaii's Educators

Informally, HIDOE received significant feedback through the complex areas. HIDOE bolstered Complex Area Superintendents' (CASs) capacity to support schools and obtain feedback with the investment of a dedicated EES Educational Officer (EO) for each complex area. CASs, along with EES EOs, provided many opportunities for information, training, and feedback. These opportunities included monthly principals' meetings, dedicated trainings, and complex area surveys.

D. 2015-16 Tripod Student Survey Calendar

	OITS	SBT	OITS	Teachers	Administrators	State	State	Schools	OHR/TNL/CE
RV Track	Data Snapshot	School Setup	Soft Delete	Teacher RV	Review & Approve	Data Quality Check	Send Data to vendor	Survey Window	Teacher Favorability and NCE Reports & Scores Available
Yellow	8/20	8/24-28	8/28 4:00 p.m.	8/31-9/4	9/22-25	9/28-10/2	10/2 by 12:00 (noon)	11/9-20	2/25/16
Red, Green, & Single Track	9/3	9/8-14	9/14 4:00 p.m.	9/15-21	9/22-25	9/28-10/2	10/2 by 12:00 (noon)	11/9-20	2/25/16
Blue	9/3	9/8-14	9/14 4:00 p.m.	9/15-21	9/22-25	9/28-10/2	10/2 by 12:00 (noon)	12/1-11	2/25/16

E. 2015-16 SGP Calendar

	OITS	SBT	OITS	Teachers	School Administrators	State Office	State Office	Schools	Schools
	Data Snapshot	School Setup	Soft Delete	Teacher Roster Verification	Review and Approve	Data Quality Check	Send Data to Vendor	Survey Window	Results
Single, Yellow, and Blue Track Schools	3/22/2016	4/1 – 4/8		4/11 – 4/29	5/2 – 5/6*	5/9 – 5/13	6/8		2016 Fall Semester
Red Track Schools	3/22/2016	4/1 – 4/8		4/14 – 4/20 and 5/11 – 5/24	5/25 – 6/1	6/2 – 6/7	6/8		2016 Fall Semester
Green Track Schools	3/22/2016	4/1 – 4/8		5/2 – 5/20	5/23 – 5/27	5/31 – 6/6	6/8		2016 Fall Semester

* This date could be extended to May 10 for Yellow and Blue track schools depending on the impact of school-specific student activities.

F. Comprehensive Evaluation Tracks for 2015-16

ENHANCED CYCLE Classroom Teacher (CT)	
Core Professionalism	CT will document Domain 4 evidence, verify roster for Tripod Student Survey, and include required reflection on student survey results.
Classroom Observations	CT will complete two or more formal, full cycle observation (once in fall semester and once in spring semester).
Student Learning Objective (SLO)	CT will complete one SLO.
Hawaii Growth Model	CT in Grades 4-8 ELA and Math will receive 2014-15 Teacher MGP, and verify rosters for SGP for their 2015-16 MGP. CT not in Grades 4-8 ELA and Math will receive 2014-15 School wide ELA MGP.
Principal Directed Professional Development Plan (PDPDP) OR Individual Professional Development Plan (IPDP)	The <i>2014-15 Less than Effective</i> CT will complete a PDPDP. The <i>Non-Tenured 2014-15 Effective/Highly-Effective</i> CT will complete an IPDP.
Final Rating	CT will receive a new rating.

ENHANCED CYCLE Non Classroom Teacher (NCT)	
Core Professionalism	NCT will document Domain 4 evidence.
Working Portfolio OR Classroom Observations	NCT will complete a working portfolio using components from the Framework for Teaching or other approved HTSB standards, or select to do observations If selecting observations in lieu of a working portfolio, two or more formal, full cycle observations are required.
School or System Improvement Objective (SSIO) OR Student Learning Objective (SLO)	NCT will complete one SLO or one SSIO.
Hawaii Growth Model	School-level NCT will receive 2014-15 School wide ELA MGP.
Principal Directed Professional Development Plan (PDPDP) OR Individual Professional Development Plan (IPDP)	The <i>2014-15 Less than Effective</i> NCT will complete a PDPDP. The <i>Non-Tenured 2014-15 Effective/Highly-Effective</i> NCT will complete an IPDP.
Final Rating	NCT will receive a new rating.

STANDARD CYCLE Classroom Teacher (CT)

Core Professionalism	CT will document Domain 4 evidence, verify roster for Tripod Student Survey, and include required reflection on student survey results.
Classroom Observation(s)	CT will complete one or more formal, full cycle observations.
Student Learning Objective	Teacher will complete one SLO.
Hawaii Growth Model	CT in Grades 4-8 ELA and Math will receive 2014-15 Teacher MGP, and verify rosters for SGP for 2015-16 Teacher MGP. CT not in Grades 4-8 ELA and Math will receive 2014-15 School wide ELA MGP.
Individual Professional Development Plan (IPDP)	CT will complete an IPDP.
Final Rating	CT will receive a new rating.

STANDARD CYCLE Non Classroom Teacher (NCT)

Core Professionalism	NCT will document Domain 4 evidence.
Working Portfolio OR Classroom Observation(s)	NCT will complete a working portfolio using components from the Framework for Teaching or other approved HTSB standards, or select to do observations. If selecting observations in lieu of a working portfolio, one formal observation is required
School or System Improvement Objective (SSIO) OR Student Learning Objective (SLO)	Teacher will complete one SLO or one SSIO.
Hawaii Growth Model	School-level NCT will receive 2014-15 School wide ELA MGP.
Individual Professional Development Plan (IPDP)	Teacher will complete an IPDP.
Final Rating	Teacher will receive a new rating.

STREAMLINED CYCLE Classroom Teacher (CT)*

Core Professionalism	CT will verify roster for Tripod Student Survey and reflect on Student Survey results during the IPDP conference.
Classroom Observation	Not required, but CT is expected to continue to set learning objectives, engage in the data team process, implement best practices and participate in walk-throughs, which are all part of the school improvement process.
Student Learning Objective	Not required, but CT is expected to continue to set learning objectives, engage in the data team process, implement best practices and participate in walk-throughs, which are all part of the school improvement process.
Hawaii Growth Model	CT in Grades 4-8 ELA and Math will receive 2014-15 Teacher MGP, reflect on results during the IPDP conference, and verify rosters for SGP for 2015-16 Teacher MGP. CT not in Grades 4-8 ELA and Math will receive 2014-15 School wide ELA MGP and reflect on results during the IPDP conference.
Individual Professional Development Plan (IPDP)	CT will complete an IPDP.
Final Rating	CT will receive the rating of Effective or better carried over from prior year.

- *If a STREAMLINED teacher demonstrates a documented performance deficiency, the administrator may place them on a STANDARD evaluation no later than Feb 8, 2016.*

STREAMLINED CYCLE Non Classroom Teachers (NCT) *

Core Professionalism	NCT will reflect on school wide data Tripod and Hawaii Growth Model results during the IPDP conference.
Working Portfolio OR Observation(s)	Not required, but NCT is expected to continue to set learning objectives, engage in the data team process, implement best practices and participate in walk-throughs, which are all part of the school improvement process.
School or System Improvement Objective (SSIO) OR Student Learning Objective (SLO)	Not required, but NCT is expected to continue to set learning objectives, engage in the data team process, implement best practices and participate in walk-throughs, which are all part of the school improvement process.
Hawaii Growth Model	School-level NCT will receive 2014-15 School wide ELA MGP and reflect on results during the IPDP conference.
Individual Professional Development Plan (IPDP)	NCT will complete an IPDP
Final Rating	NCT will receive the rating of Effective or better carried over from prior year

- *If a STREAMLINED teacher demonstrates a documented performance deficiency, the administrator may place them on a STANDARD evaluation no later than Feb 8, 2016.*

G. EES Summary of Conference Form



EDUCATOR EFFECTIVENESS SYSTEM (EES) SUMMARY OF CONFERENCE

DOE OHR 500-006
Last Revised: 04/02/2015
Former DOE Form(s): N/A
DEPARTMENT OF EDUCATION
Office of Human Resources
Performance Management Section
P.O. Box 2360 Honolulu, HI 96804

DATE: _____
MM/DD/YYYY

TO: Teacher Name: _____
Last First M.I.

Teacher School/Office: _____

FROM: Evaluator Name: _____
Last First M.I.

Evaluator Position: _____
Evaluator School/Office: _____
Evaluator Signature: _____

SUBJECT Summary of Conference Held on _____
MM/DD/YYYY

Re: _____
(Subject matter and Duty(ies) Discussed)

CONFERENCE PARTICIPANTS: _____

The following is my understanding of what we discussed on _____ at _____.
(date of conference) (time of day)

Part I: State the specific EES measure(s), data point(s), and indicators; subject matter, deficiency(ies) discussed, and concerns of both parties; as applicable.

Part II: If applicable, state directive(s) or suggestions given, follow-up activities, expectations, etc.

Part III: If applicable, state failure to comply with the items in Part II above, may result in a less than proficient/effective component rating of the component(s) identified in Part I and/or disciplinary action.

If there are any corrections, additions, or deletions to the above, please do so in writing. You may also attach any additional comments, if you wish. Please affix your signature below and return the document with any corrections, additions/deletions and/or comments by _____ (date reasonably determined). The copy is for your own files.

Teacher Signature: _____ Date: _____
MM/DD/YYYY

Teacher's signature does not necessarily indicate concurrence but merely indicates knowledge and receipt of this Summary of Conference.

Distribution: 1. Original - School/Office; 2. Copy 1 - Employee

(Page 2 of 2)

H. Teacher Evaluation Expedited Appeals Form - Instructions



Teacher Evaluation Expedited Appeal Process Instructions

DOE OHR 500-007Ins

Last Revised: 04/29/2015

Former DOE Form(s): N/A

DEPARTMENT OF EDUCATION
Office of Human Resources
Performance Management Section
P.O. Box 2360 Honolulu, HI 96804

Pursuant to the Hawaii State Teachers Association (HSTA) collective bargaining agreement, Appendix VII- Expedited Appeals Process, beginning in school year 2014-15, the purpose is to:

1. review the case to determine if the evaluation procedures were properly applied and administered, and
2. review the case to determine if there is sufficient documentation to support the evaluation rating. The panel may consider additional evidence, as it deems appropriate.

Hawaii Department of Education (DOE) tenured teachers who are rated marginal have two bases for the appeal of their overall annual evaluation rating under the Educator Evaluation System (EES). The first basis is if a teacher believes that the correct and appropriate evaluation procedures were not properly applied and administered. The second basis is if a teacher believes that there is insufficient documentation to support the annual rating. The section below will describe the process for teachers.

Steps in the Teacher Evaluation Expedited Appeals Process

If you are a tenured DOE teacher receiving an overall marginal rating and you believe the evaluation procedures were not properly applied and administered, or that there is insufficient documentation, then you must take the following steps:

Step 1 - Complete the Teacher Evaluation Expedited Appeals Form DOE OHR 500-007 and indicate whether (a) procedures were not properly applied and administered, and/or (b) whether there was insufficient documentation to support evaluation rating.

Step 2 - Identify if "procedural violation" and/or "insufficient documentation."

For procedural violations: Document the procedural errors in detail:

- What procedure was violated? (i.e. EES Manual, page ___).
- Violations committed by whom?
- When violation occurred?
- Explain any steps you took to remedy the issue or engage your administrator in resolving the issue.

For insufficient documentation: Describe in detail why the documentation is insufficient to support the marginal rating:

- What evidence/documentation is in dispute?
- Related to which measure of the EES?
- Summarize the mistake or error in rating. Describe as clearly and as briefly as possible.
- Any steps you took to remedy the issue or engage your administrator in resolving the issue.

Compile any other evidence to support your appeal (e.g., statements from colleagues, emails and/or memos to or from your administrator).

Step 3 - Submit completed Teacher Evaluation Expedited Appeals Form DOE OHR 500-007 to your respective Complex Area Superintendent (CAS) with a copy to District Personnel Regional Officer (PRO). Contact info on pages #4-5.

Form must be submitted no later than fifteen (15) calendar days after receipt of Marginal annual evaluation rating, unless extended by mutual agreement between the Department and Association. If the 15th calendar day falls on a Saturday, Sunday, or State Holiday, the form may be submitted by the next working day.

Electronic copy may be submitted via Lotus Notes by submission due date, however, a signed hard-copy must follow via mail or inter-office courier.

(Page 1 of 4)

Step 4 - Appeals Panel Review Hearing.

- Teacher shall be notified of hearing date, time, and place.
- 4-member panel shall hold hearing.
- Only the Teacher and Evaluator may present their positions to the Panel (however, advanced preparation may be provided by an Association or Department representative, respectively).
- It takes three (3) panel members to reverse the rating (i.e., uphold the appeal).
- Panel shall deliberate and render a decision no later than fifteen (15) calendar days after the date of hearing. If the 15th day falls on a Saturday, Sunday, or State Holiday, the decision may be rendered on the next working day.

Step 5 - Arbitration (subject to the Association's approval).

- Should the panel not uphold the appeal, ONLY the Association (and not the individual teacher) may appeal the panel's decision to arbitration within ten (10) calendar days after receipt of the panel's decision.
- The Association or Department may not present different allegations, facts, evidence or arguments in arbitration than those presented to the panel.

These steps are outlined in the attached flow chart - Steps in Expedited Appeals Process.

Steps in Expedited Appeals Process

(for Tenured Teachers rated as Marginal)

Step 1- Complete Form

Complete Appeals form, and indicate:

- Procedures not properly applied or administered; and/or
- Insufficient documentation to support evaluation rating.



STEP 2 – Procedural Violations (complete pages #1-2)

Document the procedural errors in detail.

- What procedure was violated (i.e. EES Manual, page __, etc.)
- Violations by whom?
- When occurred?
- Describe any steps you took to remedy the issue or engage your administrator in resolving the issue.

STEP 2 – Insufficient Documentation (complete pages #1, 3-4)

Describe in detail why the documentation is insufficient to support the marginal rating.

- What evidence/documentation is in dispute? Related to which measure of the EES?
- Summarize the mistake or error in rating. Describe as clearly and succinctly as possible.
- Describe any steps you took to remedy the issue or engage your administrator in resolving the issue.



STEP 3 – Submit to CAS with copy to PRO (the form and evidence/documentation).

Form 500-007 must be submitted no later than fifteen (15) calendar days after receipt of annual evaluation rating, unless extended by mutual agreement between DOE and HSTA.



STEP 4 – Appeals Panel Review Hearing

- Teacher shall be notified of hearing date, time, and place.
- 4-member Panel shall hold hearing.
- Only the Teacher and Evaluator may present their positions (with assistance from HSTA or DOE, respectively.)
- It takes 3 panel members to uphold the appeal.
- Panel shall deliberate and render decision within fifteen (15) calendar days after hearing.



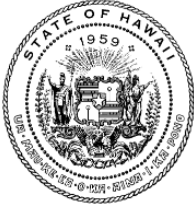
STEP 5 – Arbitration (if HSTA approves)

- Should the panel not uphold the appeal, ONLY the HSTA (not the individual teacher) may take the panel's decision to arbitration, with 10 calendar day notice given to DOE after the panel's decision.
- The parties may not present different allegations, facts, evidence or arguments in arbitration than those presented to appeal panel.

Send Form OHR 500-007 to your district's Certificated PRO and Complex Area Superintendent.

<p>Honolulu District 4967 Kilauea Ave. Honolulu, HI 96816</p>	Farrington-Kaiser-Kalani
	Kaimuki-McKinley-Roosevelt
<p>Central District 1122 Mapunapuna St., Suite 200 Honolulu, HI 96819</p>	Aiea-Moanalua-Radford
	Leilehua-Mililani-Waialua
<p>Leeward District 601 Kamokila Blvd. Kapolei, HI 96707</p>	Campbell-Kapolei
	Pearl City-Waipahu
	Nanakuli-Waianae
<p>Windward District 46-169 Kamehameha Hwy. Kaneohe, HI 96744</p>	Castle-Kahuku
	Kailua-Kalaheo
<p>Hawaii District 75 Aupuni St., Room 203 Hilo, HI 96720</p>	Hilo-Waiakea 75 Aupuni St., Room 203 Hilo, HI 96720
	Kau-Keaau-Pahoa 16-588 Keaau-Pahoa Rd., Hale E Keaau, HI 96749
	Honokaa-Kealakehe-Kohala-Konawaena 75-140 Hualalai Rd. Kailua-Kona, HI 96740
<p>Maui District 54 High St., 4th Floor Wailuku, HI 96793</p>	Baldwin-Kekaulike-Maui
	Hana-Lahainaluna-Lanai-Molokai
<p>Kauai District 3060 Eiwa St. Lihue, HI 96766</p>	Kapaa-Kauai-Waimea

I. Teacher Expedited Appeals Form



TEACHER EVALUATION EXPEDITED APPEALS FORM

DOE OHR 500-007

Last Revised: 04/29/2015

Former DOE Forms: N/A

DEPARTMENT OF EDUCATION
Office of Human Resources
Performance Management Section
P.O. Box 2360 Honolulu, HI 96804

EMPLOYEE INFORMATION								
Name: _____		Employee ID: _____						
Last	First	M.I.						
(Employee ID# can be located on the front of the DOE ID Badge)								
Address: _____								
Phone: _____		Email: _____						
School/Work Location: _____		Teacher Classification: <input type="checkbox"/> Classroom <input type="checkbox"/> Non-Classroom						
<p>I have received an annual overall rating of "Marginal" and I wish to appeal my rating. Pursuant to the collective bargaining agreement (CBA, Appendix VII), I have two grounds upon which I can file an appeal: 1) if the evaluation procedures were not properly applied and administered in accordance with the EES Manual, and/or 2) if there is not sufficient documentation to support the evaluation rating.</p> <p>My reason for submission of appeal is (check all that apply):</p> <p><input type="checkbox"/> Evaluation procedures were not properly applied and administered (complete page #2-3):</p> <p><input type="checkbox"/> Insufficient documentation to support the evaluation rating (complete page #4):</p> <p>Attached you will find documentation to support this appeal. This documentation must include copies of your summative rating, along with:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 20%; padding: 5px;">Basis for appeal</th> <th style="width: 40%; padding: 5px;">Evaluation procedures were not properly applied and administered (page #2)</th> <th style="width: 40%; padding: 5px;">Insufficient documentation to support the evaluation rating (pages #3-4)</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Documentation Required</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> What procedure as articulated in the EES Manual was violated? Include the page number(s). By whom? When? Describe any steps you took to remedy the issue or engage your administrator in resolving the issue. </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> What evidence/documentation is in dispute? Related to which measure of the EES? Summarize the mistake or error in rating. Describe clearly and as briefly as possible. Describe any steps you took to remedy the issue or engage administrator in resolving the issue. </td> </tr> </tbody> </table>			Basis for appeal	Evaluation procedures were not properly applied and administered (page #2)	Insufficient documentation to support the evaluation rating (pages #3-4)	Documentation Required	<ul style="list-style-type: none"> What procedure as articulated in the EES Manual was violated? Include the page number(s). By whom? When? Describe any steps you took to remedy the issue or engage your administrator in resolving the issue. 	<ul style="list-style-type: none"> What evidence/documentation is in dispute? Related to which measure of the EES? Summarize the mistake or error in rating. Describe clearly and as briefly as possible. Describe any steps you took to remedy the issue or engage administrator in resolving the issue.
Basis for appeal	Evaluation procedures were not properly applied and administered (page #2)	Insufficient documentation to support the evaluation rating (pages #3-4)						
Documentation Required	<ul style="list-style-type: none"> What procedure as articulated in the EES Manual was violated? Include the page number(s). By whom? When? Describe any steps you took to remedy the issue or engage your administrator in resolving the issue. 	<ul style="list-style-type: none"> What evidence/documentation is in dispute? Related to which measure of the EES? Summarize the mistake or error in rating. Describe clearly and as briefly as possible. Describe any steps you took to remedy the issue or engage administrator in resolving the issue. 						
Teacher Signature: _____		Date: _____ MM/DD/YYYY						
Office use only								
Received by: _____		Date: _____ MM/DD/YYYY						

Distribution: 1. Original - Complex Area Superintendent; 2. Copy 1 - District Personnel Regional Officer

(Page 1 of 4)

Evaluation Procedures were not properly applied and administered:

1. What procedure as articulated in the EES Manual was violated? Include the page number(s), summary of citation, and by whom/when.

Page #s of EES Manual	Procedural Violation(s) Cited	By Whom/When

2. Please note any steps you took to remedy the issue or engage your administrator in resolving the issue.

Check if more pages are attached.

Insufficient documentation to support the evaluation rating:

1. Which measure of the EES is in dispute and what evidence/documentation do you have? Summarize the mistake or error in rating. Describe clearly and as briefly as possible.

EES Measure in Dispute	Evidence/Documentation	Provide Summary of Mistake or Error in Rating
Classroom Observation(s)		
Core Professionalism		
Working Portfolio or Formal Observation(s) (NCTs)		

Check if more pages are attached.

Insufficient documentation to support the evaluation rating (continued):

Hawaii Growth Model		
Student Learning Objective or School/System Improvement Objective (NCTs)		

2. Please note any steps you took to remedy the issue or engage your administrator in resolving the issue.

Check if more pages attached.

Charlotte Danielson's FRAMEWORK FOR TEACHING

<p>DOMAIN 1: Planning and Preparation</p> <p>1a Demonstrating Knowledge of Content and Pedagogy • Content knowledge • Prerequisite relationships • Content pedagogy</p> <p>1b Demonstrating Knowledge of Students • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage</p> <p>1c Setting Instructional Outcomes • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners</p> <p>1d Demonstrating Knowledge of Resources • For classroom • To extend content knowledge • For students</p> <p>1e Designing Coherent Instruction • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure</p> <p>1f Designing Student Assessments • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning</p>	<p>DOMAIN 2: The Classroom Environment</p> <p>2a Creating an Environment of Respect and Rapport • Teacher interaction with students • Student interaction with students</p> <p>2b Establishing a Culture for Learning • Importance of content • Expectations for learning and behavior • Student pride in work</p> <p>2c Managing Classroom Procedures • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals</p> <p>2d Managing Student Behavior • Expectations • Monitoring behavior • Response to misbehavior</p> <p>2e Organizing Physical Space • Safety and accessibility • Arrangement of furniture and resources</p>
<p>DOMAIN 4: Professional Responsibilities</p> <p>4a Reflecting on Teaching • Accuracy • Use in future teaching</p> <p>4b Maintaining Accurate Records • Student completion of assignments • Student progress in learning • Non-instructional records</p> <p>4c Communicating with Families • About instructional program • About individual students • Engagement of families in instructional program</p> <p>4d Participating in a Professional Community • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school</p> <p>4e Growing and Developing Professionally • Enhancement of content knowledge and pedagogical skill • Service to the profession</p> <p>4f Showing Professionalism • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulations</p>	<p>DOMAIN 3: Instruction</p> <p>3a Communicating With Students • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language</p> <p>3b Using Questioning and Discussion Techniques • Quality of questions • Discussion techniques • Student participation</p> <p>3c Engaging Students in Learning • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing</p> <p>3d Using Assessment in Instruction • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring</p> <p>3e Demonstrating Flexibility and Responsiveness • Lesson adjustment • Response to students • Persistence</p>

www.danielsongroup.org

OBSERVATION TOOL

(This document is based on the current form being used at
Doral Academy of Nevada in alliance with the Charlotte Danielson model.)

Name

Date:

Grade Level/Content:

School Year:

DOMAIN 2: THE CLASSROOM ENVIRONMENT

	Unsatisfactory	Basic	Proficient	Highly Proficient	Distinguished
2a) Creating an Environment of Respect and Rapport •Teacher interaction with students •Student interaction with students					
2b) Establishing a Culture for Learning •Importance of content •Expectations for learning and achievement •Student pride in work					
2c) Managing Classroom Procedures •Instructional Groups •Transitions •Materials and supplies •Non-instructional duties •Supervision of volunteers and paraprofessionals					
2d) Managing Student Behavior •Expectations •Monitoring behavior •Responses to misbehavior					
2e) Organizing Physical Space •Safety and accessibility •Arrangement of furniture and resources					
	Evidence:				

DOMAIN 3: INSTRUCTION

	Unsatisfactory	Basic	Proficient	Highly Proficient	Distinguished
3a) Communicating With Students •Expectations for learning •Directions and procedures •Explanations of content •Use of oral and written language					
3b) Using Questioning and Discussion Techniques •Quality of questions •Discussion techniques •Student participation					
3c) Engaging Students in Learning •Activities and assignments •Student groups •Instructional materials and resources •Structure and pacing					
3d) Using Assessment in Instruction •Assessment criteria •Monitoring of student learning •Feedback to students •Student self-assessment and monitoring					
3e) Demonstrating Flexibility and Responsiveness •Lesson adjustment •Response to students •Persistence					
	Evidence:				

Observation Tool

NAME

School Year:

PERFORMANCE SUMMARY:

TEACHER INITIATED IMPROVEMENT GOALS/DIRECTIONS:

Charlotte Danielson Framework for Teaching Rubric

Domain 2: The Classroom Environment

	Unsatisfactory	Basic	Proficient	Excellent
2a: Creating an environment of respect and rapport	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but business-like.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals
2b: Establishing a culture for learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only "going through the motions, and students indicate that they are interested in completion of a task, rather than quality." The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.
2c: Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.

	Unsatisfactory	Basic	Proficient	Excellent
2d Managing Student Behavior	There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs, respects students' dignity.
2e: Organizing physical space	The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

Domain 3: Instruction

	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with students	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear, other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
3b: Using Questioning / Prompts and Discussion	Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

	Unsatisfactory	Basic	Proficient	Distinguished
3c: Engaging Students in Learning	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher. Learning tasks and activities are fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
3d: Using Assessment in Instruction	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria; few assess their own work. Questions/prompts/ assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts / assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions / prompts / assessments are used regularly to diagnose evidence of learning by individual students.
3e: Demonstrating flexibility and responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.

Attachment J

Kamalani Academy will develop an employee manual based upon state and federal laws, collective bargaining agreements, BOE policies and regulations, and DOE personnel policies.

**Attachment K
Kamalani Academy
2017 -2018 Official School Calendar**

Week	Student Days	Teacher Days		Su	M	T	W	Th	F	Sa	1 st SEMESTER 89 Student Days (Ends Dec. 22)
	0	0	July 2017	23	24	25	26	27	28	29	
1	0	4		30	31	1	2	3	4	5	August 1: Teachers First Day
2	5	9	August	6	7	8	9	10	11	12	August 1 – 4: Tchr. Work Days (no students)
3	9	13		13	14	15	16	17	18	19	August 7: Students' First Day
4	14	18		20	21	22	23	24	25	26	August 18: Statehood Day
5	19	23		27	28	29	30	31	1	2	
6	23	27	September	3	4	5	6	7	8	9	September 4: Labor Day
7	28	32		10	11	12	13	14	15	16	<i>Q1 43 days Ends October 6</i>
8	33	37		17	18	19	20	21	22	23	
9	38	42		24	25	26	27	28	29	30	
10	43	47	October	1	2	3	4	5	6	7	
11				8	9	10	11	12	13	14	October 9 - 13: Fall Break
12	48	52		15	16	17	18	19	20	21	<i>Q2 46 days Ends December 21</i>
13	53	57		22	23	24	25	26	27	28	
14	58	62		29	30	31	1	2	3	4	
15	62	66	November	5	6	7	8	9	10	11	November 10: Veterans' Day
16	67	71		12	13	14	15	16	17	18	
17	70	74		19	20	21	22	23	24	25	November 23: Thanksgiving
18	75	79		26	27	28	29	30	1	2	November 24: School Holiday
19	80	84	December	3	4	5	6	7	8	9	
20	85	89		10	11	12	13	14	15	16	
21	89	93		17	18	19	20	21	22	23	December 22: End of 1 st Semester
22				24	25	26	27	28	29	30	December 23 – January 5: Winter Break
23		94	January 2018	31	1	2	3	4	5	6	2 nd SEMESTER – 93 Student Days
24	94	99		7	8	9	10	11	12	13	January 5: Tchr. Work Days (no students)
25	98	103		14	15	16	17	18	19	20	January 15: Dr. Martin Luther King Jr. Day
26	103	108		21	22	23	24	25	26	27	
27	108	113		28	29	30	31	1	2	3	
28	113	118	February	4	5	6	7	8	9	10	
29	117	123		11	12	13	14	15	16	17	February 12 – 16: Institute Day (TBA)
30	121	127		18	19	20	21	22	23	24	February 19: Presidents' Day
31	126	132		25	26	27	28	1	2	3	<i>Q3 47 days Ends March 16</i>
32	131	137	March	4	5	6	7	8	9	10	
33	136	142		11	12	13	14	15	16	17	
34				18	19	20	21	22	23	24	March 19 – 23: Spring Break***
35	139	145		25	26	27	28	29	30	31	March 26: Kuhio Day
36	144	150	April	1	2	3	4	5	6	7	March 30: Good Friday
37	149	155		8	9	10	11	12	13	14	
38	154	160		15	16	17	18	19	20	21	
39	159	165		22	23	24	25	26	27	28	
40	164	170		29	30	1	2	3	4	5	<i>Q4 46 days Ends May 31</i>
41	169	175	May	6	7	8	9	10	11	12	
42	174	180		13	14	15	16	17	18	19	
43	179	185		20	21	22	23	24	25	26	May 28: Memorial Day
44	182	189		27	28	29	30	31	1	2	May 31: Last Day for Students
June	-2 [^]	+1 ^{^^}	June	3	4	5	6	7	8	9	End of Second Semester
	180	190									June 1: Last Day for Teachers

Calendar contingent on granting of charter, funding and collective bargaining agreements

**OFFICIAL STATE HOLIDAYS
2017 – 2018 SCHOOL YEAR**

OFFICIAL STATE HOLIDAYS 2017 – 2018 SCHOOL YEAR					
^2 Instructional days shall be converted to a non-student day for school planning and collaboration	^^The employer may assign up to 6 additional hours, in half-hour blocks (an "equivalent day") for training and meetings beyond the teacher's regular work day	Statehood Day	August 18, 2017	New Year's Day	January 1, 2018
		Labor Day	September 4, 2017	Dr. Martin Luther King, Jr. Day	January 15, 2018
		Veterans' Day (observed)	November 11, 2017	Presidents' Day	February 19, 2018
		Thanksgiving Day	November 23, 2017	Prince Kuhio Day	March 26, 2018
		Christmas Day	November 23, 2017	Good Friday	March 30, 2018
				Memorial Day	May 28, 2019

Attachment L

SY 2017 – 2018 Kamalani Academy – Grades K – 8 Bell Schedule

		Mon., Tues, Thurs., Fri.				Wednesday	
	Time	Instructional	Non-Instr.		Time	Instructional	Non-Instr.
Opening	7:45 – 8:00		15	Opening	7:45 – 8:00		15
Block 1	8:00 – 9:15	75		Block 1	8:00 – 8:54	54	
Recess	9:15 – 9:30		15	Passing	8:54 – 8:59		5
Block 2	9:30 – 10:45	75		Block 2	8:59 – 9:53	54	
Recess	10:45 – 11:00		15	Passing	9:53 -9:58		5
Lunch	11:00 – 11:30		30	Block 3	9:58 – 10:52	54	
Block 3	11:30– 12:45	75		Recess	10:52 – 11:07		15
Block 4	12:45 –2:00	75		Lunch	11:07 – 11:37		30
Dismissal	2:00			Block 4	11:37 – 12:30	53	
Teacher Prep	2:00 – 2:45		45	Study Hall/ Activity	2:30 – 1:15		45
				Dismissal	1:15		
				Teacher Prep	1:15 – 2:00		45
				Meetings	2:00 – 2:45		45
Total		300	120			215	205

Student day begins at 7:45 and ends at 2:00 daily except Wednesday (1:15). This schedule provides 2100 weekly minutes of instructional time (1415) and non-instructional time (685). As the Department issues additional regulations and/or policies, the school day will be adjusted to reflect those changes.

**SY 2017 – 2018 Kamalani Academy – Grades K – 8 Bell Schedule
Option 2
1525 Instructional Minutes**

		Mon., Tues, Thurs., Fri.				Wednesday	
	Time	Instructional	Non-Instr.		Time	Instructional	Non-Instr.
Opening	7:45 – 7:50		5	Opening	7:45 – 7:50		5
Block 1	7:50 – 9:10	80		Block 1	7:50 – 9:02	72	
Recess	9:10 – 9:25		15	Block 2	9:02 – 10:13	71	
Block 2	9:25 – 10:45	80		Recess	10:13 – 10:28		15
Recess	10:45 – 11:00		15	Block 3	10:28 – 11:39	71	
Lunch	11:00 – 11:30		30	Lunch	11:39 – 12:09		30
Block 3	11:30– 12:45	75		Block 4	12:09 – 1:20	71	
Block 4	12:45 –2:00	75		Dismissal	1:20		
Dismissal	2:00			Teacher Prep	1:20– 2:05		45
Teacher Prep	2:00 – 2:45		45	Meetings*	2:05 – 2:45		40
Total		310	110			285	135

* Wednesday meeting time adjusted to allow for instructional minutes as required by Act 167 as well as to honor the Teacher Prep time as required by collective bargaining.

Per Act 167, schools are required to implement a 180-day school year that includes 1080 hours beginning with the 2016-2017 school year. “Those hours include all times that students are on campus, including recess and lunch, and absorbing the [General Learner Outcomes](#)”. There appears to not be agreement on this definition.

The following chart depicts instructional time requirements pursuant to changes made by Act 21:

School Year	Elementary Schools	Secondary Schools
2015-2016	<p>A minimum of 915 student hours (302A-251(b)(2), HRS)</p> <p>180 days, excluding professional development days and other non-instructional days negotiated pursuant to chapter 89, HRS (302A-251(a), HRS)</p>	<p>A minimum of 990 student hours (302A-251(c), HRS)</p> <p>180 days, excluding professional development days and other non-instructional days negotiated pursuant to chapter 89, HRS (302A-251(a), HRS)</p>

2016-2017 and forward	A minimum of 1080 student hours (302A-251(d), HRS) 180 days , excluding professional development days and other non-instructional days negotiated pursuant to chapter 89, HRS (302A-251(d), HRS)	A minimum of 1080 student hours (302A-251(d), HRS) 180 days , excluding professional development days and other non-instructional days negotiated pursuant to chapter 89, HRS (302A-251(d), HRS)
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Please note: The hour requirements as listed in the law represent the **minimum** number of required hours. Schools may include more hours, provided that the total amount of time does not violate the relevant Collective Bargaining Agreement.

Attachment M Academic Track Record

Somerset Academy					
School	Year	Grade	Location		
Somerset Academy Charter	2013-14	B	Florida		
	2012-13	A			
	2011-12	A			
	2010-11	A			
	2009-10	A			
	2008-09	B			
	2007-08	A			
	2006-07	A			
	2005-06	A			
Somerset Academy Charter Elementary School (South Homestead)	2013-14	B	Florida		
	2012-13	B			
	2011-12	B			
	2010-11	A			
	2009-10	D			
Somerset Academy Elementary School South Miami Campus	2013-14	A	Florida		
	2012-13	A			
	2011-12	A			
	2010-11	A			
	2009-10	N/A			
Somerset Arts Academy	2013-14	C	Florida		
	2012-13	C			
	2011-12	B			
	2010-11	A			
	2009-10	N/A			
Somerset Academy-Elementary, Eagle Campus	2013-14	C	Florida		
	2012-13	B			
	2011-12	A			
	2010-11	N/A			
Somerset Academy	2013-14	A	Florida		
	2012-13	A			
	2011-12	A			
	2010-11	A			
	2009-10	B			
	2008-09	A			
	2007-08	A			
	2006-07	A			
	2005-06	A			
	2004-05	A			
	2003-04	A			
	2002-03	B			
	Somerset Academy Davie Charter	2013-14		A	Florida
		2012-13		A	
2011-12		A			
2010-11		A			
2009-10		A			
2008-09		A			
Somerset Academy East Preparatory	2013-14	A	Florida		
	2012-13	A			
	2011-12	A			
	2010-11	A			
	2009-10	C			
	2008-09	A			
Somerset Academy Elementary (Miramar Campus)	2013-14	A	Florida		
	2012-13	A			
	2011-12	A			
	2010-11	A			
	2009-10	A			
	2008-09	A			
	2007-08	A			
	2006-07	B			
	2013-14	B		Florida	
2012-13	C				

Mater Academy			
School	Year	Grade	Location
Mater Academy	2013-14	A	Florida
	2012-13	A	
	2011-12	A	
	2010-11	A	
	2009-10	A	
	2008-09	A	
	2007-08	A	
	2006-07	A	
	2005-06	A	
	2004-05	A	
	2003-04	A	
	2002-03	A	
	2001-02	B	
	Mater Academy East	2013-14	
2012-13		A	
2011-12		A	
2010-11		A	
2009-10		A	
2008-09		A	
2007-08		A	
2006-07		A	
2005-06		A	
2004-05		A	
Mater Gardens Academy	2013-14	A	Florida
	2012-13	A	
	2011-12	A	
	2010-11	A	
	2009-10	A	
	2008-09	A	
	2007-08	A	
Mater Brickell Preparatory Academy	2013-14	C	Florida
	2011-12	**	
Mater Academy of International Studies	2013-14	A	Florida
	2012-13	D	
	2011-12	C	
	2010-11	C	
	2009-10	B	
	2008-09	A	
Mater Academy Miami Beach	2013-14	B	Florida
	2012-13	B	
	2011-12	A	
	2010-11	B	
Mater Grove Academy	2012-13	B	Florida
	2011-12	**	
iMatter Academy	2013-14	B	Florida
Mater Academy Charter Middle School	2013-14	A	Florida
	2012-13	A	
	2011-12	A	
	2010-11	A	
	2009-10	A	
	2008-09	A	
	2007-08	A	
	2006-07	B	
	2005-06	A	
	2004-05	A	
Mater Gardens Academy Middle School	2013-14	A	Florida
	2012-13	A	
	2011-12	A	
	2010-11	A	
	2009-10	B	

Doral Academy					
School	Year	Grade	Location		
Doral Academy	2013-14	A	Florida		
	2012-13	A			
	2011-12	A			
	2010-11	A			
	2009-10	A			
	2008-09	A			
	2007-08	A			
	2006-07	A			
	2005-06	A			
	2004-05	A			
	2003-04	A			
	1998-99				
	Just Arts and Mangement Charter Middle School	2013-14		A	Florida
		2012-13		B	
	Doral Academy Charter Middle School	2013-14		A	Florida
2012-13		A			
2011-12		A			
2010-11		A			
2009-10		A			
2008-09		A			
2007-08		A			
2006-07		A			
2005-06		A			
2004-05		A			
2003-04		A			
Doral Academy of Technology	2013-14	A	Florida		
	2012-13	A			
	2011-12	A			
	2010-11	A			
Doral Academy Charter High School	2013-14	B	Florida		
	2012-13	A			
	2011-12	A			
	2010-11	A			
	2009-10	A			
	2008-09	A			
	2007-08	A			
	2006-07	A			
	2005-06	B			
	2004-05	B			
	2003-04	C			
	2002-03	A			
	1998-99				
Doral Performing Arts and Entertainment Academy	2013-14	A	Florida		
	2012-13	A			
	2011-12	A			
	2010-11	A			
	2009-10	A			
Doral Academy of Nevada (Elementary)	2013-14	5 Star	Nevada		
	2014-15	Pending			
	2013-14	3 Start			
Doral Academy of Nevada (Middle School)	2013-14	3 Start	Nevada		
	2014-15	Pending			

Pinecrest Academy			
School	Year	Grade	Location
Pinecrest Preparatory Academy	2013-14	A	Florida
	2012-13	A	
	2011-12	A	
	2010-11	A	
	2009-10	A	
	2008-09	A	
	2007-08	B	
	2006-07	A	
	2005-06	A	
	2004-05	A	
	2003-04	A	
	Pinecrest Academy (South Campus)	2013-14	
2012-13		A	
2011-12		A	
2010-11		A	
2009-10		A	
2008-09		A	
Pinecrest Academy (North Campus)	2013-14	A	Florida
	2012-13	A	
	2011-12	A	
	2010-11	A	
	2009-10	A	
Pinecrest Cove Academy	2013-14	A	Florida
	2012-13	A	
	2011-12	A	
Pinecrest Preparatory Charter School (Orlando)	2013-14	A	Florida
	2012-13	A	
	2011-12	B	
	2010-11	N/A	
Pinecrest Creek Charter	2013-14	F	Florida
Pinecrest Academy Middle School (North Campus)	2013-14	A	Florida
	2012-13	N/A	
	2011-12	N/A	
Pinecrest Academy Charter Middle School	2013-14	A	Florida
	2012-13	A	
	2011-12	A	
	2010-11	A	
	2009-10	B	
	2008-09	A	
	2007-08	A	
	2006-07	A	
	2005-06	A	
	2004-05	A	
2003-04	A		
Pinecrest Preparatory Academy Charter High School	2013-14	A	Florida
	2012-13	A	
	2011-12	C	
	2010-11	B	
	2009-10	D	
Pinecrest Academy of Nevada (Elementary School)	2014-15	Pending	Nevada
	2013-14	3 Star	
	2012-13	3 Star	
Pinecrest Academy of Nevada (Middle School)	2014-15	Pending	Nevada
	2013-14	4 Star	
	2012-13	3 Star	

Somerset Academy			
School	Year	Grade	Location
Somerset Palm Beach Academy	2011-12	C	Florida
	2010-11	C	
Somerset Preparatory Academy Charter School at North Lauderdale	2013-14	D	Florida
	2012-13	C	
	2011-12	C	
	2010-11	D	
Somerset Village Academy	2013-14	C	Florida
	2012-13	C	
	2011-12	C	
	2010-11	C	
Somerset Academy (Silver Palms)	2013-14	A	Florida
	2012-13	A	
	2011-12	A	
Somerset Preparatory Academy at Silver Palms	2013-14	A	Florida
	2012-13	B	
	2011-12	A	
Somerset Grace Academy	2013-14	A	Florida
	2012-13	N/A	
Somerset Academy (Pompano)	2013-14	F	Florida
Somerset Neighborhood School	2013-14	A	Florida
	2012-13	B	
	2011-12	A	
	2010-11		
	2009-10	N/A	
Somerset Academy Pompano	2013-14	F	Florida
	2012-13	N/A	
Somerset Preparatory Academy	2013-14	F	Florida
Somerset Academy Boca East	2013-14	B	Florida
Somerset Academy Bay	2013-14	A	Florida
Somerset Academy Middle (Miramar Campus)	2013-14	A	Florida
	2012-13	A	
	2011-12	A	
	2010-11	A	
	2009-10	A	
	2008-09	A	
	2007-08	A	
Somerset Academy Middle School	2013-14	A	Florida
	2012-13	A	
	2011-12	A	
	2010-11	A	
	2009-10	A	
	2008-09	A	
	2007-08	A	
	2006-07	A	
	2005-06	A	
	2004-05	B	
2003-04	A		
2002-03	A		
Somerset Academy Village Charter Middle School	2013-14	C	Florida
	2012-13	D	
	2011-12	C	
	2010-11	C	
Somerset Preparatory Charter Middle School	2013-14	A	Florida
	2012-13	C	
	2011-12	B	
	2010-11	A	
	2013-14	A	
	2012-13	A	
	2011-12	A	
	2010-11	A	

Mater Academy			
School	Year	Grade	Location
Mater Academy Middle School	2009-10	A	
	2008-09	A	
	2007-08	C	
Mater Academy Lakes Middle School	2013-14	A	Florida
	2012-13	A	
	2011-12	A	
	2010-11	B	
	2009-10	A	
	2008-09	A	
	2007-08	B	
Mater Academy East Charter Middle School	2013-14	C	Florida
	2012-13	C	
	2011-12	C	
	2010-11	C	
	2009-10	B	
	2008-09	C	
	2007-08	A	
	2006-07	A	
	2005-06	A	
	2004-05	A	
Mater Academy Middle School of International Studies	2013-14	A	Florida
	2012-13	A	
	2011-12	A	
	2010-11	A	
	2009-10	A	
Sports Leadership and Management Charter Middle School			Florida
	2013-14	C	
iMater Academy Middle School			Florida
Mater Academy Charter High School	2013-14	C	Florida
	2013-14	A	
	2012-13	A	
	2011-12	A	
	2010-11	A	
	2009-10	A	
	2008-09	A	
	2007-08	A	
	2006-07	C	
	2005-06	B	
	2004-05	B	
	2003-04	C	
	Mater Academy East Charter High School	2013-14	
2012-13		A	
2011-12		B	
2010-11		B	
2009-10		B	
2008-09		C	
2007-08		B	
Mater Academy High School International Studies	2013-14	B	Florida
	2012-13	A	
	2011-12	A	
	2010-11	**	
	2009-10	C	
Mater Academy Lakes High School	2013-14	A	Florida
	2012-13	A	
	2011-12	B	
	2010-11	B	

Doral Academy			
School	Year	Grade	Location

Pinecrest Academy			
School	Year	Grade	Location

Somerset Academy			
School	Year	Grade	Location
Somerset Academy Charter Middle School	2010-11	A	Florida
	2009-10	A	
	2008-09	A	
	2007-08	A	
	2006-07	B	
	2005-06	A	
	2004-05	D	
	1998-99		
Somerset Academy Charter Middle School (South Homestead)	2013-14	A	Florida
	2012-13	A	
	2011-12	B	
	2010-11	A	
	2009-10	A	
	2008-09	N/A	
Somerset Academy Middle Country Palms	2013-14	A	Florida
	2012-13	C	
	2011-12	N/A	
	2010-11		
	2009-10	N/A	
	2008-09	N/A	
Somerset Academy Charter Middle School South Miami	2013-14	A	Florida
	2012-13	A	
	2011-12	A	
	2010-11	A	
	2009-10	N/A	
Somerset Academy-Middle, Eagle Campus	2013-14	B	Florida
	2012-13	A	
	2011-12	B	
	2010-11	A	
Somerset Preparatory Academy at Silver Palms	2013-14	B	Florida
	2012-13	B	
	2011-12	A	
Somerset Academy Boca Middle School	2013-14	A	Florida
Somerset Academy Hollywood Middle School	2013-14	A	Florida
Somerset Academy Pompano Middle	2013-14	B	Florida
Somerset Academy Bay Middle School	2013-14	A	Florida
Somerset Academy Charter High	2013-14	A	Florida
	2012-13	A	
	2011-12	A	
	2010-11	A	
	2009-10	A	
	2008-09	A	
	2007-08	B	
	2006-07	C	
	2005-06	B	
	2004-05	C	
	2003-04	N/A	
Somerset Arts Conservatory	2013-14	A	Florida
	2012-13	A	
	2011-12	A	
	2010-11	A	
	2009-10	A	
	2008-09	N/A	
Somerset Academy Charter High School	2013-14	A	Florida
	2012-13	A	
	2011-12	A	
	2010-11	A	
	2009-10	A	

Mater Academy			
School	Year	Grade	Location
	2008-09	B	
	2007-08	C	
	2006-07	D	
	2005-06		
Mater Performing Arts & Entertainment Academy	2013-14	A	Florida
	2012-13	A	
	2011-12	A	
	2010-11	A	
	2009-10	B	
	2008-09	A	
	2007-08	A	
Mater Brickell Preparatory Academy High School	2013-14	C	Florida
	2012-13	**	
	2011-12	**	
	2010-11		
	2009-10		
Sports Leadership of Miami Charter High	2013-14	C	Florida
	2012-13	**	
iMater Preparatory Academy High School	2013-14		Florida
	2013-14	C	
Mater Academy of Nevada	2014-15	Pending	Nevada

Doral Academy			
School	Year	Grade	Location

Pinecrest Academy			
School	Year	Grade	Location

Somerset Academy			
School	Year	Grade	Location
	2008-09	B	
	2007-08		
	2006-07	A	
Somerset Academy Charter High School (Miramar Campus)	2013-14	B	Florida
	2012-13	B	
	2011-12	A	
Somerset Preparatory Academy Charter High at North Lauderdale	2013-14	F	Florida
	2012-13	B	
	2011-12	F	
Somerset Academy Charter High School (South Homestead)	2013-14	C	Florida
	2012-13	N/A	
	2011-12	N/A	
Somerset Academy Charter High	2013-14	A	Florida
	2012-13		
	2011-12		
	2010-11		
	2009-10	N/A	
Somerset Eagle High School	2013-14	F	Florida
	2012-13	N/A	
Somerset Academy Canyons High School	2013-14	B	Florida
College Preparatory Academy of the Treasure	2013-14	A	Florida
	2012-13	C	
	2014-15	Pending	
Somerset Academy of Las Vegas (Elementary)	2013-14	5 Star	Nevada
	2012-13	4 Star	
	2011-12	Adequate	
	2014-15	Pending	
Somerset Academy of Las Vegas (Middle/High)	2014-15	Pending	Nevada
	2013-14	5 Star	
	2012-13	4 Star	
	2011-12	n/a	

Mater Academy			
School	Year	Grade	Location

Doral Academy			
School	Year	Grade	Location

Pinecrest Academy			
School	Year	Grade	Location

Attachment N

Below is a list of all charter schools serviced by Academica Nevada. The authorizer for these schools is the Nevada State Public Charter School Authority, 1749 North Stewart Street, Suite 40, Carson City, NV 89706, 775-687-9174

Our Clients

THE FOLLOWING SCHOOLS USE THE SERVICES OF ACADEMICA NEVADA:



SOMERSET ACADEMY OF LAS VEGAS

NORTH LAS VEGAS CAMPUS

385 W Centennial Parkway
North Las Vegas, NV 89084
Phone: 702.663.5616
FAX: 702.633.5628
Email: nlv.info@somersetnv.org
Website: <http://www.somersetnlv.org>

SKY POINTE CAMPUS - EL

7038 Sky Pointe Drive
Las Vegas, NV 89131
Phone: 702.478.8888
Fax: 702.478.8844
Email: skypointe.info@somersetnv.org
Website: <http://www.somersetskypointe.org>

LONE MOUNTAIN CAMPUS

4491 North Rainbow
Las Vegas, NV 89108
Phone: 702.685.9150
Email: Lonemountain.info@somersetnv.org
Website: <http://www.somersetlonemountain.org>



PINECREST ACADEMY OF NEVADA

HORIZON CAMPUS

1360 S Boulder Highway
Henderson, NV 89015
Phone: 702.749.3500
Fax: 702.749.9995
Email: horizon.info@pinecrestnv.org
Website: <http://www.pinecrestnv.org>

INSPIRADA CAMPUS

2840 Via Contessa
Henderson, NV 89044
Phone: 702.473.5777
Email: Inspirada.info@pinecrestnv.org
Website: <http://www.pinecrestinspirada.org>



DORAL ACADEMY OF NEVADA

SADDLE CAMPUS

9625 West Saddle Avenue
Las Vegas, NV 89147
Phone: 702.776.6491
Fax: 702.802.2638
Email: saddle.info@doralacademynv.org
Website: <http://www.doralsaddle.org>

FIRE MESA CAMPUS

2568 Fire Mesa,
Las Vegas, NV 89128
Phone: 702.901.4950
Fax: 702.534.7990
Email: FireMesa.info@doralacademynv.org
Website: <http://doralfiremesa.org>



MATER ACADEMY OF NEVADA

MOUNTAIN VISTA CAMPUS

3445 Mountain Vista St.
Las Vegas, NV 89121
P: 702-485-2400
F: 702-485-3322
Email: info@materacademynv.org
Website: <http://www.materacademynv.org>

LOSEE CAMPUS

4650 Losee Road
North Las Vegas, NV 89081
EL Phone: 702.902.5466
Sec Phone: 702-826-4373
EI Fax: 702.902.5444
Sec Fax: 702.527.7999
Email: losee.info@somersetnv.org
Website: <http://www.somersetlosee.org>

SKY POINTE CAMPUS - M/H

7058 Sky Pointe Drive
Las Vegas, NV 89131
Phone: 702-478-8888
Fax: 702.478.527-6163
Email: skypointe.info@somersetnv.org
Website: <http://www.somersetskypointe.org>

STEPHANIE CAMPUS

50 N Stephanie St.
Henderson, NV 8970
Phone: 702.998.0500
Fax: 702.998.0503
Email: stephanie.info@somersetnv.org
Website: <http://somersetstephanie.org>

ST. ROSE CAMPUS

1385 E. Cactus Ave.
Las Vegas, NV 89183
Phone: 702.750.9150
Email: St.Rose.info@pinecrestnv.org
Website: <http://www.pinecreststrose.org>

CACTUS CAMPUS

9025 W Cactus Road
Las Vegas, NV 89178
Phone: 702.960.7500
Fax: 702.960.7960
Email: cactus.info@doralacademynv.org
Website: <http://www.doralcactus.org>

Attachment O

Accredited schools serviced by Academica Nevada

Doral Academy of Nevada

Somerset Academy-Aliante

Somerset Academy of Las Vegas-Losee

Somerset Academy of Las Vegas-Sky Pointe Campus M/H

Somerset Academy of Las Vegas-Sky Pointe Campus EL

Somerset Academy of Las Vegas-Stephanie

All of these schools are accredited by AdvancED.

Report of the
External Review Team
for
Doral Academy, Inc.

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Doral
FL 33172-5001
US

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Date: January 25, 2015 - January 28, 2015



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Introduction

The External Review is an integral component of AdvancED Performance Accreditation and provides the institution with a comprehensive evaluation guided by the results of diagnostic instruments, in-depth review of data and documentation, and the professional judgment of a team of qualified and highly trained evaluators. A series of diagnostic instruments examines the impact of teaching and learning on student performance, the capacity of leadership to effect continuous improvement, and the degree to which the institution optimizes its use of available resources to facilitate and support student success. The results of this evaluation are represented in the Index of Education Quality (IEQ™) and through critical observations, namely, Powerful Practices, Opportunities for Improvement, and Improvement Priorities.

Accreditation is a voluntary method of quality assurance developed more than 100 years ago by American universities and secondary schools and designed primarily to distinguish schools adhering to a set of educational standards. Today the accreditation process is used at all levels of education and is recognized for its ability to effectively drive student performance and continuous improvement in education.

Institutions seeking to gain or retain accreditation must meet AdvancED Standards specific to their institution type, demonstrate acceptable levels of student performance and the continuous improvement of student performance, and provide evidence of stakeholder engagement and satisfaction. The power of AdvancED Performance Accreditation lies in the connections and linkages between and among the conditions, processes, and practices within a system that impact student performance and organizational effectiveness.

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED Standards were developed by a committee comprised of talented educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that define institutional quality and guide continuous improvement. Prior to implementation, an internationally recognized panel of experts in testing and measurement, teacher quality, and education research reviewed the standards and provided feedback, guidance and endorsement.

The AdvancED External Review Team uses AdvancED Standards, associated indicators and criteria related to student performance and stakeholder engagement to guide its evaluation. The Team examines adherence to standards as well as how the institution functions as a whole and embodies the practices and characteristics expected of an accredited institution. The Standards, indicators and related criteria are evaluated using indicator-specific performance levels. The Team rates each indicator and criterion on a scale of 1 to 4. The final scores assigned to the indicators and criteria represent the average of the External Review Team members' individual ratings.

The External Review is the hallmark of AdvancED Performance Accreditation. It energizes and equips the institution's leadership and stakeholders to achieve higher levels of performance and address those areas that

may be hindering efforts to reach desired performance levels. External Review is a rigorous process that includes the in-depth examination of evidence and relevant data, interviews with all stakeholder groups, and extensive observations of learning, instruction, and operations.

Use of Diagnostic Tools

A key to examining the institution is the design and use of diagnostic tools that reveal the effectiveness with which an institution creates conditions and implements processes and practices that impact student performance and success. In preparation for the External Review the institution conducted a Self Assessment that applied the standards and criteria for accreditation. The institution provided evidence to support its conclusions vis a vis organizational effectiveness in ensuring acceptable and improving levels of student performance.

- an indicator-based tool that connects the specific elements of the criteria to evidence gathered by the team;
- a student performance analytic that examines the quality of assessment instruments used by the institution, the integrity of the administration of the assessment to students, the quality of the learning results including the impact of instruction on student learning at all levels of performance, and the equity of learning that examines the results of student learning across all demographics;
- a stakeholder engagement instrument that examines the fidelity of administration and results of perception surveys seeking the perspective of students, parents, and teachers;
- a state-of-the-art, learner-centric observation instrument, the Effective Learning Environments Observation Tool (eleot™) that quantifies students' engagement, attitudes and dispositions organized in 7 environments: Equitable Learning, High Expectations, Supportive Learning, Active Learning, Progress Monitoring and Feedback, Well-Managed Learning, and Digital Learning. All evaluators must be trained, reach acceptable levels of inter-rater reliability, and certified to use this research-based and validated instrument.

The External Review Team's findings and critical observations are shared in this report through the IEQ™ results as well as through the identification of Powerful Practices, Opportunities for Improvement, and Improvement Priorities.

Index of Education Quality

In the past, accreditation reviews resulted in an accreditation recommendation on status. Labels such as advised, warned, probation, or all clear were used to describe the status of a school relative to the AdvancED Standards and other evaluative criteria. Beginning in the 2013-14 school year, AdvancED introduced a new framework to describe the results of an accreditation review. Consistent with the modern focus of accreditation on continuous improvement with an emphasis on student success, AdvancED introduced an innovative and state-of-the-art framework for diagnosing and revealing institutional performance called the Index of Education Quality (IEQ™). The IEQ™ comprises three domains of performance: 1) the impact of teaching and learning on student performance; 2) the capacity of leadership to guide the institution toward the achievement of its

vision and strategic priorities; and 3) use of resources to support and optimize learning. Therefore, your institution will no longer receive an accreditation status. Instead, your institution will be accredited with an IEQ™ score. In the case where an institution is failing to meet established criteria, the accreditation will be under review thereby requiring frequent monitoring and demonstrated improvement.

The three domains of performance are derived from the AdvancED Standards and associated indicators, the analysis of student performance, and the engagement and feedback of stakeholders. Within each domain institutions can connect to the individual performance levels that are applied in support of the AdvancED Standards and evaluative criteria. Within the performance levels are detailed descriptors that serve as a valuable source of guidance for continuous improvement. Upon review of the findings in this report and building on their Powerful Practices, institutional leaders should work with their staff to review and understand the evidence and rationale for each Opportunity for Improvement and Improvement Priority as well as the corresponding pathway to improvement described in the performance levels of the selected indicator(s).

The IEQ™ provides a new framework that recognizes and supports the journey of continuous improvement. An institution's IEQ™ is the starting point for continuous improvement. Subsequent actions for improvement and evidence that these have had a positive impact will raise the institution's IEQ™ score.

Benchmark Data

Throughout this report, AdvancED provides benchmark data for each indicator and for each component of the evaluative criteria. These benchmark data represent the overall averages across the entire AdvancED Network for your institution type. Thus, the AdvancED Network average provides an extraordinary opportunity for institutions to understand their context on a global scale rather than simply compared to a state, region, or country.

It is important to understand that the AdvancED Network averages are provided primarily to serve as a tool for continuous improvement and not as a measure of quality in and of itself. Benchmark data, when wisely employed, have a unique capacity to help institutions identify and leverage their strengths and areas of improvement to significantly impact student learning.

Powerful Practices

A key to continuous improvement is the institution's ability to learn from and build upon its most effective and impactful practices. Such practices serve as critical leverage points necessary to guide, support and ensure continuous improvement. A hallmark of the accreditation process is its commitment to identifying with evidence, the conditions, processes and practices that are having the most significant impact on student performance and institutional effectiveness. Throughout this report, the External Review Team has captured and defined Powerful Practices. These noteworthy practices are essential to the institution's effort to continue its journey of improvement.

Opportunities for Improvement

Every institution can and must improve no matter what levels of performance it has achieved in its past. During the process of the review, the External Review Team identified areas of improvement where the institution is meeting the expectations for accreditation but in the professional judgment of the Team these are Opportunities for Improvement that should be considered by the institution. Using the criteria described in the corresponding rubric(s) to the Opportunity for Improvement, the institution can identify what elements of practice must be addressed to guide the improvement.

Improvement Priorities

The expectations for accreditation are clearly defined in a series of the rubric-based AdvancED Standards, indicators and evaluative criteria focused on the impact of teaching and learning on student performance, the capacity of the institution to be guided by effective leadership, and the allocation and use of resources to support student learning. As such, the External Review Team reviewed, analyzed and deliberated over significant bodies of evidence provided by the institution and gathered by the Team during the process. In the professional judgment of the Team as well as the results of the diagnostic process, the Team defined, with rationale, Improvement Priorities. The priorities must be addressed in a timely manner by the institution to retain and improve their accreditation performance as represented by the IEQ™. Improvement Priorities serve as the basis for the follow-up and monitoring process that will begin upon conclusion of the External Review. The institution must complete and submit an Accreditation Progress Report within two years of the External Review. The report must include actions taken by the institution to address the Improvement Priorities along with the corresponding evidence and results. The IEQ™ will be recalculated by AdvancED upon review of the evidence and results associated with the Improvement Priorities.

The Review

The Lead Evaluator visited Doral Academy, Inc. corporation headquarters on September 23-24, 2014 to provide school officials with pre-planning guidance regarding the corporation and school self-assessments. She met with the Head of Schools and Administrator's Coalition over the two day visit and observed four classrooms on the second day of the visit.

The External Review Team gathered for the first time virtually on December 17, 2015 to discuss the corporation visit protocol and preparations for the on-site review. They continued to communicate via e-mail exchanges leading up to the visit. Team members reviewed self-assessment documents and evidence provided in support of the corporation's assessments of its adherence to standards. Further, the Lead Evaluator had two lengthy conference calls with the Head of Schools and other administrators on December 2, 2014 and January 14, 2015 to discuss logistics and to elaborate on requirements related to the corporation's initial presentations to the External Review Team on the first full day of the review. The Lead Evaluator also had numerous e-mail exchanges with the corporation regarding logistics surrounding the review and the evidence provided by the corporation supporting its self-assessment ratings. The Associate Lead Evaluator visited the Doral Academy of Nevada, Saddle Campus, on January 8, 2015 during which time he observed six classes and met with two board members and the school principal, and spoke with a number of students and

teachers.

The five-member External Review Team arrived in Doral, the location of the corporation's headquarters, on Saturday and Sunday, January 24 and 25, 2015, and stayed through January 29, 2015 to conduct the corporation review of Doral Academy, Inc. The Team met on Sunday, January 25th, to prepare for the first day of meetings with corporation officials. On Sunday evening the team had dinner with corporation leadership. On Monday, January 26th, the team listened to presentations by the Head of Schools and administrators involved in determining adherence to the Standards, and interviewed the Administrator's Coalition, the three-member governing authority, and a group of parents. On Tuesday, January 27, 2015, team members spent the day visiting classes at the six Doral schools located in Doral. They also met with two groups of students, one at the elementary level and one at the secondary level.

The External Review Team wishes to acknowledge the warm hospitality demonstrated by the entire Doral community in both Florida and Nevada. In the team's professional judgment the self-assessments at the school and corporation levels were extremely thorough and forthright. All teachers and administrators participated in the various self-assessments which were further informed by input from students, parents, and both governing boards. Every effort was made to provide evidence in support of corporation judgments regarding adherence to Standards indicators. All required surveys were conducted and analyzed and all required self-assessment documents were submitted in ample time to enable the External Review Team to prepare for the on-site visit. The External Review Team was unanimous in its assessment that Doral Academy, Inc. corporation and school officials are sincere in their commitment to the AdvancED improvement process.

Stakeholders were interviewed by members of the External Review Team to gain their perspectives on topics relevant to the institution's effectiveness and student performance. The feedback gained through the stakeholder interviews was considered with other evidences and data to support the findings of the External Review. The following chart depicts the numbers of persons interviewed representative of various stakeholder groups.

Stakeholder Interviewed	Number
Board Members	6
Chief Executive Officer/President	1
Administrators	20
Instructional Staff	37
Support Staff	3
Students	39
Parents/Community/Business Leaders	10
Total	116

Results

Teaching and Learning Impact

The impact of teaching and learning on student achievement is the primary expectation of every institution. The relationship between teacher and learner must be productive and effective for student success. The impact of teaching and learning includes an analysis of student performance results, instructional quality, learner and family engagement, support services for student learning, curriculum quality and efficacy, and college and career readiness data. These are all key indicators of an institution's impact on teaching and learning.

A high-quality and effective educational system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of "student motivation, parental involvement" and the "quality of leadership" (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics that include strong communication skills, knowledge of content, and knowledge of how to teach the content. The institution's curriculum and instructional program should develop learners' skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert, J., Kunter, M., Blum, W., Brunner, M., Voxx, T., Jordan, A., Klusmann, U., Krauss, S., Nuebrand, M., & Tsai, Y., 2010). The acquisition and refinement of teachers' pedagogical skills occur most effectively through collaboration and professional development. These are a "necessary approach to improving teacher quality" (Colbert, J., Brown, R., Choi, S., & Thomas, S., 2008). According to Marks, Louis, and Printy (2002), staff members who engage in "active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, and Loeb (2010), concluded that leadership in effective institutions "supports teachers by creating collaborative work environments." Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found that a successful institution implements a curriculum based on clear and measurable expectations for student learning. The curriculum provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Institutions with strong improvement processes move beyond anxiety about the current reality and focus on priorities and initiatives for the future. Using results, i.e., data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, and Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky, J., Pane, J., Barney, H., & Christina, R., 2005). The study also identified six

key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making, (2) establishing a culture of data use and continuous improvement, (3) investing in an information management system, (4) selecting the right data, (5) building institutional capacity for data-driven decision making, and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision-making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

Through ongoing evaluation of educational institutions, AdvancED has found that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

Standard 3 - Teaching and Assessing for Learning

The corporation's curriculum, instructional design, support services, assessment practices, and proprietary practices guide and ensure teacher effectiveness and student learning across all programs.

Indicator	Description	Review Team Score	AdvancED Network Average
3.1	The corporation's approved curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	3.00	3.00
3.2	Curriculum, instruction, and assessment throughout the corporation are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	3.20	2.67
3.3	Teachers in each school throughout the corporation engage students in their learning through instructional strategies that ensure achievement of learning expectations.	3.00	2.75
3.4	Corporation and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	3.00	2.75
3.5	The corporation operates as a collaborative learning organization through structures that support improved instruction and student learning across the corporation.	3.00	2.75
3.6	Teachers implement the corporation's approved instructional processes in support of student learning.	3.00	2.67
3.7	Mentoring, coaching, and orientation programs support instructional improvement consistent with the corporation's values and beliefs about teaching and learning.	3.00	2.67

Indicator	Description	Review Team Score	AdvancED Network Average
3.8	The corporation and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress. In the case of adult students, the student is informed of his/her learning progress rather than the family.	3.00	2.83
3.9	The corporation designs and evaluates structures in all schools whereby each student is well known by at least one adult in the student's school who supports that student's educational experience.	2.20	3.25
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across programs, grade levels and courses.	3.00	2.58
3.11	All corporation and school staff members participate in a continuous program of professional learning.	3.00	2.67
3.12	The corporation ensures that each school provides and coordinates learning support services to meet the unique learning needs of students.	3.00	2.92

Standard 5 - Using Results for Continuous Improvement

The corporation implements a comprehensive assessment system that generates a range of data about student learning and corporation and school effectiveness and uses the results to guide continuous improvement.

Indicator	Description	Review Team Score	AdvancED Network Average
5.1	The corporation establishes and maintains a clearly defined and comprehensive student assessment system.	3.00	2.25
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational systems that support learning.	3.60	2.42
5.3	Throughout the corporation and each school, professional and support staff are trained in the interpretation and use of data.	3.80	2.17
5.4	The corporation ensures that each school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	3.00	2.50
5.5	Corporation and school leaders monitor and communicate comprehensive information about student learning, corporation and school effectiveness, and the achievement of corporation and school improvement goals to stakeholder groups.	3.00	2.58

Student Performance Diagnostic

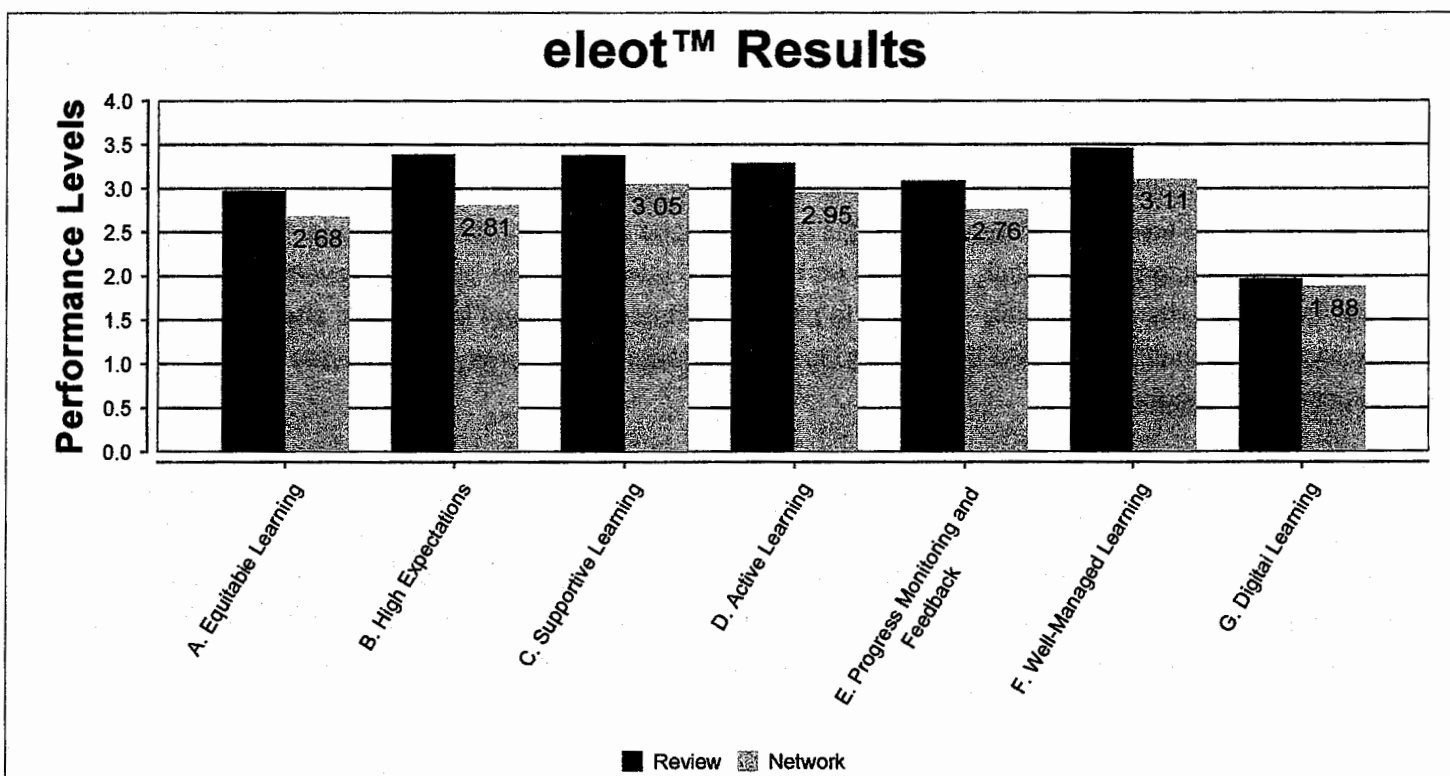
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important indicators for evaluating overall student performance.

Evaluative Criteria	Review Team Score	AdvancED Network Average
Assessment Quality	4.00	2.57
Test Administration	4.00	3.00
Equity of Learning	3.40	2.43
Quality of Learning	4.00	2.86

Effective Learning Environments Observation Tool (eleot™)

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (eleot™) measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the External Review Team is required to be trained and pass a certification exam that establishes inter-rater reliability. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a four-point scale (4=very evident; 3=evident; 2=somewhat evident; and 1=not observed). The following provides the aggregate average score across multiple observations for each of the seven learning environments included in eleot™ as well as benchmark results across the AdvancED Network.



The External Review team conducted a total of 62 classroom observations, 6 in the Nevada Saddle campus and 56 in the six Miami Doral Schools. Across the board the Doral classroom visits yielded higher scores than AdvancED Network scores. The environments that received the highest averages were Well-Managed Learning Environment which scored 3.46 as compared to the AEN average of 3.09 and High Expectations Environment which received a score of 3.39 in comparison to the AEN average of 2.78. Doral schools scored

similarly higher in the category of Supportive Learning Environment with a rating of 3.38, .35 higher than the AEN average and a score of 3.29 for Active Learning Environment which was .35 higher than the network average. Though still higher than the network averages, the three lowest scoring domains were Progress Monitoring and Feedback Environment which came in at 3.09 in comparison to the AEN average of 2.73, Equitable Learning Environment which had a score of 2.97 as compared to the network average of 2.66, and Digital Learning Environment which received a score of 1.97 in comparison to the network average of 1.88.

The External Review Team noted that high expectations were particularly evident in elementary classes where students were engaged in challenging but attainable activities with objectives and tasks that students were expected to know and do. For example, one third grade classroom working on figurative language had students discussing idioms, hyperboles, personifications, similes, metaphors, and alliteration. Students were engaged in collaboration discussions both with the teacher and peers. In another classroom, sixth grade students were discussing literal and abstract analysis of point of view. Students were highly engaged in discussions of examples of literary analysis, with all students providing both literal and abstract examples related to a question selected by the teacher.

~~The External Review Team noted a preponderance of traditional teacher-led instruction. One of the lowest scores received was the subcategory under the domain of Equitable Learning Environment which received a 2.47 for "has differentiated learning opportunities and activities that meet her/his needs." Although students were clearly intent on meeting teachers' high expectations (a score of 3.71), demonstrated positive attitudes about their classes and learning (a score of 3.61), and were actively engaged in learning activities (a score of 3.69), there was limited evidence that students were "provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs" based on the score of 2.84 under the domain of Supportive Learning Environments. It should be noted that interviews with students revealed their pervasive sense that all teachers are readily available to provide assistance to them before and after school. Still, classroom observations revealed that during classes students are generally not provided with alternative instruction and feedback.~~

Doral Academy, Inc. cites in its guiding documents that teachers will use multi-media delivery methods. Consistent with this expectation, the classroom observations by the External Review Team revealed that teachers frequently used technology to information. ~~Students, on the other hand, were not frequently observed using digital tools/technology to conduct research, solve problems (score of 1.84), and/or create original works for learning or to communicate and work collaboratively (score of 1.95).~~

Doral schools have a demonstrable history of high performance as evidenced by numerous awards and high test scores. Classroom observations during the External Review revealed that the dispositions of students are conducive to high achievement. Such dispositions, in sum, include striving to meet teachers' high expectations (3.71), being actively engaged in learning activities (3.69), following classroom rules (3.90), speaking and interacting respectfully with teachers and peer (3.81), and knowing classroom routines and behavioral

expectations (3.81).

To ensure that instructional practices are consistent with defining Doral priorities, the corporation may wish to use the findings of the External Review Team's observations to inform improvements planned by corporation leadership who frequently referenced Doral schools' strong intention to systematically meet students where they are and to differentiate accordingly. Certainly all Doral teachers are expected to know where students are in their learning and to use data to inform lesson planning. ~~Based on the corporation's stated priorities, more concerted work needs to be done to ensure differentiated instruction.~~

Finally, although Doral teachers are expected to use technology to support instruction, ~~the guiding documents of Doral Academy, Inc. make no mention of expectations regarding the use of technology to support and enhance learning by students. This is an area which the corporation might wish to clarify for all stakeholders.~~

eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.47	Has differentiated learning opportunities and activities that meet her/his needs	17.74%	32.26%	29.03%	20.97%
2.	3.76	Has equal access to classroom discussions, activities, resources, technology, and support	75.81%	24.19%	0.00%	0.00%
3.	3.73	Knows that rules and consequences are fair, clear, and consistently applied	77.42%	19.35%	1.61%	1.61%
4.	1.92	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	19.35%	8.06%	17.74%	54.84%
Overall rating on a 4 point scale: 2.97						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.71	Knows and strives to meet the high expectations established by the teacher	72.58%	25.81%	1.61%	0.00%
2.	3.53	Is tasked with activities and learning that are challenging but attainable	56.45%	40.32%	3.23%	0.00%
3.	3.16	Is provided exemplars of high quality work	46.77%	30.65%	14.52%	8.06%
4.	3.31	Is engaged in rigorous coursework, discussions, and/or tasks	45.16%	40.32%	14.52%	0.00%
5.	3.24	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	50.00%	27.42%	19.35%	3.23%
Overall rating on a 4 point scale: 3.39						

C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.58	Demonstrates or expresses that learning experiences are positive	64.52%	29.03%	6.45%	0.00%
2.	3.61	Demonstrates positive attitude about the classroom and learning	64.52%	32.26%	3.23%	0.00%
3.	3.45	Takes risks in learning (without fear of negative feedback)	53.23%	40.32%	4.84%	1.61%
4.	3.42	Is provided support and assistance to understand content and accomplish tasks	58.06%	30.65%	6.45%	4.84%
5.	2.84	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	30.65%	35.48%	20.97%	12.90%
Overall rating on a 4 point scale: 3.38						

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.31	Has several opportunities to engage in discussions with teacher and other students	46.77%	40.32%	9.68%	3.23%
2.	2.87	Makes connections from content to real-life experiences	30.65%	37.10%	20.97%	11.29%
3.	3.69	Is actively engaged in the learning activities	70.97%	27.42%	1.61%	0.00%
Overall rating on a 4 point scale: 3.29						

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.26	Is asked and/or quizzed about individual progress/learning	41.94%	43.55%	12.90%	1.61%
2.	3.24	Responds to teacher feedback to improve understanding	41.94%	43.55%	11.29%	3.23%
3.	3.44	Demonstrates or verbalizes understanding of the lesson/content	48.39%	46.77%	4.84%	0.00%
4.	2.63	Understands how her/his work is assessed	32.26%	29.03%	8.06%	30.65%
5.	2.89	Has opportunities to revise/improve work based on feedback	32.26%	37.10%	17.74%	12.90%
Overall rating on a 4 point scale: 3.09						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.81	Speaks and interacts respectfully with teacher(s) and peers	80.65%	19.35%	0.00%	0.00%
2.	3.90	Follows classroom rules and works well with others	90.32%	9.68%	0.00%	0.00%
3.	3.06	Transitions smoothly and efficiently to activities	53.23%	16.13%	14.52%	16.13%
4.	2.73	Collaborates with other students during student-centered activities	45.16%	16.13%	4.84%	33.87%
5.	3.81	Knows classroom routines, behavioral expectations and consequences	80.65%	19.35%	0.00%	0.00%
Overall rating on a 4 point scale: 3.46						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.11	Uses digital tools/technology to gather, evaluate, and/or use information for learning	29.03%	6.45%	11.29%	53.23%
2.	1.84	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	17.74%	9.68%	11.29%	61.29%
3.	1.95	Uses digital tools/technology to communicate and work collaboratively for learning	25.81%	3.23%	11.29%	59.68%
Overall rating on a 4 point scale: 1.97						

Findings

Improvement Priority

Design, implement, and evaluate a formal structure in all schools whereby each student has one identified adult advocate with whom the student can build a strong relationship over time.

(Indicators 3.9)

Evidence and Rationale

Doral schools in Nevada offer an advocate class in which all students are enrolled. In Miami Doral students reported they do not have an assigned advocate, but that administrators, teachers, counselors, club sponsors and coaches function as informal student advocates and all students have an assigned counselor. Students in Miami further reported feeling comfortable going to faculty and staff members to talk, express a concern, and ask a question. One student commented of teachers, "We all feel like favorites." They further indicated that faculty know them by name. A number of students reported that the Head of Schools and other administrators are accessible as demonstrated by their willingness to respond to individual student emails. Parents also expressed that their children are comfortable talking with faculty about individual concerns. Nevertheless, the lack of a formal structure in all Doral schools means that the corporation can not ensure that every student in every Doral school is well known by at least one adult in the student's school who builds a relationship with the student over time, and supports the student's educational experience. Such structures in all schools will benefit all Doral students personally, emotionally and educationally.

Opportunity for Improvement

Develop, implement, and evaluate a formal, structured professional development plan that provides systemic, systematic, and sustainable support in all Doral Schools for targeted curricular and instructional practices.

(Indicators 3.11)

Evidence and Rationale

There is a considerable amount of staff development taking place throughout the corporation's schools. The External Review Team reviewed a list of professional development opportunities that will be offered this year and individual schools are expected to provide needed professional development. Further, the Team examined school requests for professional development focused on needs informed by the analysis of data and observations. Individual staff in Doral's Miami schools can also request a wide variety of learning experiences from the Miami-Dade County Public Schools professional development portal. The External Review Team was provided no evidence, however, that the corporation's professional development offerings were based on a prioritized list of professional development opportunities developed from an analysis of data across schools and accompanied by a timeline for the completion of such activities, a budget amount and the source of funds, expectations about how the information gained would be used and by whom, or further accompanied by monitoring and evaluation procedures to determine the effectiveness of the learning experience. To illustrate, the corporation has stated that differentiated instruction is a Doral priority that requires improvement. The External Review Team was provided with no clear professional development plan to closely monitor the provision and evaluation of the effectiveness of efforts to improve differentiated instruction through training and then follow-up.

A formal, organized corporation professional development plan will ensure alignment between curricular and instructional priorities and practice. Thorough, data-driven professional development planning and evaluation will ensure that priority practices are successfully implemented.

Powerful Practice

The Doral Academy corporation successfully implements a data use system that ensures all school operations are data driven. (also 5.3)

(Indicators 5.2)

Evidence and Rationale

The focus on the use of data to drive the educational program at Doral Academy, Inc. was clearly evident to the External Review Team. The leadership and teachers in all Doral schools track student performance data and use the data to drive improvements and adjustments in curriculum and instruction through the use of the corporation's proprietary 5 Step Data Student Performance Success Wheel. This Wheel is used at all levels of operation from informing strategic planning to planning teaching at the beginning of the year, establishing instructional focus calendars, examining test results throughout the year, engaging in subject area and grade level data chats as well as data chats with students, and sharing student performance with parents. Teachers are trained annually in the interpretation and use of data. Data is continuously reviewed by the administrative team, instruction departments, individual teachers, and shared with students. Results are communicated with parents and stakeholders. Data analysis connects teachers to students and their learning, enables reflection on instruction, and enhances and engages dialogue with colleagues, students, and parents. Implementing strategies designed to increase student assessment performance is the focus of successful schools such as those of Doral Academy, Inc.

Powerful Practice

The corporation has effectively established structures and practices that guide the systematic use of data in classrooms to inform and adjust curricula, instruction, and assessment and to inform student learning. (Indicators 3.2)

Evidence and Rationale

Various guiding documents of Doral Academy, Inc. assert that schools in the corporation distinguish themselves by using data to drive teaching and learning. To support this priority, the corporation has developed several structures that support data-driven decision-making in the classroom. Specifically, Doral has established a Student Dashboard, a data base that houses student data from multiple data sources. The Student Dashboard is used to guide and inform instruction and to keep stakeholders informed of student performance. Information from Thinkgate, an interim assessment program that is used to assess how each student performs in the classroom, is included in the data base as are Florida State Assessments and the Florida Competency Assessments for Doral's Miami schools. All Doral teachers also use Data Binders, referred to as "The Bible," which are visible in every classroom and contain individual, classroom and grade level data, lesson plans, and other resources. Teachers are expected to constantly reference student data for each of their classes and for individual students as a way to inform their planning. New teachers are given additional training in the design and use of data binders. Teachers conduct data chats with students so that each student understands and knows his/her data performance on a quarterly basis and views mastered benchmarks for each interim assessment. Administrators check teacher use of Data Binders to measure the success that teachers have in delivering instruction and track student achievement over time. A comprehensive data base that tracks individual student progress and measures and support teacher effectiveness enhances and increases the probability of student success in meeting identified learning goals.

Leadership Capacity

The capacity of leadership to ensure an institution's progress towards its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its institutional purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to enact strategies to improve results of student learning.

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that "in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement" and that "lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce."

AdvancED has found through its evaluation of best practices in more than 32,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning that are aligned with the institutions' vision and supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of educational institution leadership research, Leithwood and Sun (2012) found that leaders (school and governing boards/authority) can significantly "influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and their practices that strengthen school culture and foster collaboration within the organization." With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their communities to attain continuous improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow institutional leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED's experience, gained through evaluation of best practices, has indicated that a successful institution has leaders who are advocates for the institution's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Standard 1 - Purpose and Direction

The corporation maintains and communicates at all levels of the organization a purpose and direction for ethical business practices, corporation effectiveness, and continuous improvement that commits to high expectations for learning as well as shared values and beliefs about teaching and learning.

Indicator	Description	Review Team Score	AdvancED Network Average
1.1	The corporation engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a corporation-wide purpose for student success and corporation effectiveness.	3.00	3.00
1.2	The corporation ensures that each school engages in a systematic, inclusive, and comprehensive process to review and communicate a school purpose for student success that is aligned to the corporation purpose.	3.20	3.08
1.3	The corporation, school leadership, and staff at all levels of the corporation commit to a culture that is based on shared values, beliefs and innovation about teaching and learning; ethical business and professional practices; and corporation and school effectiveness. This culture supports challenging educational programs and equitable learning experiences that enable students to achieve learning, thinking, and life skills.	3.00	3.42
1.4	Leadership at all levels of the corporation implement a continuous improvement process that provides clear direction for improving systems that support student learning and corporation effectiveness.	2.80	3.00

Standard 2 - Governance and Leadership

The corporation operates under governance and leadership that promote and support student performance and corporation effectiveness.

Indicator	Description	Review Team Score	AdvancED Network Average
2.1	The corporation's policies, practices, and agreements ensure effective administration of the corporation and its schools.	3.00	2.75
2.2	The governing authority member(s) operates responsibly and functions effectively.	3.00	3.00
2.3	The governing authority ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	3.60	3.33
2.4	Leadership and staff at all levels of the corporation foster a culture consistent with the corporation's purpose and direction.	3.20	3.42

Indicator	Description	Review Team Score	AdvancED Network Average
2.5	Leadership engages defined stakeholder groups effectively in support of the corporation's purpose and direction.	3.00	2.67
2.6	Corporation quality assurance processes and leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the corporation and improved student success and corporation effectiveness.	3.00	2.67

Stakeholder Feedback Diagnostic

Stakeholder Feedback is the third of three primary areas of evaluation in AdvancED's Performance Accreditation model. The AdvancED surveys (student, parent, and teacher) are directly correlated to the AdvancED Standards and indicators. They provide not only direct information about stakeholder satisfaction but also become a source of data for triangulation by the External Review Team as it evaluates indicators.

Institutions are asked to collect and analyze stakeholder feedback data, then submit the data and the analyses to the External Review Team for review. The External Review Team evaluates the quality of the administration of the surveys by institution, survey results, and the degree to which the institution analyzed and acted on the results.

Evaluative Criteria	Review Team Score	AdvancED Network Average
Questionnaire Administration	4.00	2.71
Stakeholder Feedback Results and Analysis	3.80	2.86

Findings

Improvement Priority

Define, formalize, and regularly evaluate policies, practices, systems, and structures that specify defining aspects and operational procedures for all Doral schools.

(Indicators 2.1)

Evidence and Rationale

Interviews, classroom observations and a review of the artifacts validated that all Doral schools receive guidance informally and formally related to aspects of the curriculum and instruction, data practices, collaborative professional practices, and other procedures. To support such guidance Doral Academy, Inc. has a number of manuals and handbooks developed over time as well as recently to inform the work of leadership, departments, various functions and operations. The Head of Schools and administrators from the Florida Doral schools enhance written guidance by providing training and guidance through school visits. Independently, and in concert, the guidance provided verbally and in writing has resulted in stakeholders reporting that all Doral schools "feel like" Doral schools.

Nevertheless, the External Review Team was provided no evidence of overarching, written, comprehensive corporation standard operating procedures used by all of its schools, affiliates, contracted service providers, and board members identifying specific and defining attributes and practices of all Doral schools related to such things as curriculum and instruction, capital improvements, facilities and maintenance, budgeting and finance, student support services, and student and teacher conduct. In its Standards presentation to the External Review Team the the corporation affirmed this deficiency by identifying the need to formalize the corporation's quality assurance procedures and to more clearly define a corporation operations manual that "specifically outlines the strategies for replication and growth including the process for acquiring financial, human, and physical resources to achieve performance goals." Florida Board members commented that one of their biggest challenges is to "clone Doug [Rodriguez]."

Doral Academy, Inc. has only recently committed to a corporation structure that will inform the development and maintenance of all Doral schools. As the number of Doral School increases in Florida and Nevada, the ability of the Head of Schools and Florida administrators to personally guide the development of new Doral schools will be challenged. Clear and comprehensive standard operations and procedures integrating the defining aspects of Doral Academy, Inc. will go a long way in providing guidance for the staff and the function of its partnerships, and service providers in the seamless implementation of the unique and defining characteristics of all Doral programs, initiatives, functions and activities in an orderly, effective and aligned manner.

Improvement Priority

Ensure that all corporate strategic goals have measurable performance targets supported by clear objectives, action steps, resources, and timelines.

(Indicators 1.4)

Evidence and Rationale

All Doral schools are expected to develop and implement school improvement plans which meet state requirements and focus on the improvement of student learning. School improvement plans articulate specific goals, timelines, persons responsible, and other criteria consistent with state requirements.

The 2014-2019 Doral Academy, Inc. Academic Strategic Plan is the first formal, written improvement plan for the corporation as a whole. The Plan includes five goals related to (1) focusing education on proficiency in all state tested areas, (2) operating effectively with the governing board, (3) enhancing educational programs through STEM and Arts Integration curriculum, (4) increasing student literacy in all curricula, and (5) making educational decisions using data analysis and monitoring student progress on formal and summative assessments. The five strategic goals are directly tied to specific best practice indicators from the AdvancED Standards of Quality for Corporations.

The corporate Strategic Plan is accompanied by a System Strategic Five-Year Action Plan with bulleted Action Steps and the titles of the evaluators responsible. The Action Plan and Action Steps do not consistently or clearly connect to the AdvancED Indicators and defining subcategories of the Strategic Plan's five goals. No

information was provided to the External Review Team related to objectives, activities and strategies, resources needed, or timelines that would support the implementation or monitoring of progress completing the corporation's five strategic goals.

The lack of clear connections between the five broad corporation strategic goals and sub-goals in the Strategic Plan and the Action Steps in the Action Plan, to include clear connections and responsibilities at the school level, means that stakeholders cannot effectively monitor progress meeting priority improvements for the corporation. A corporation strategic plan with fully fleshed out implementation components will guarantee that both broad and sub-goals will be met in a satisfactory and timely manner.

Opportunity for Improvement

Refine the corporation's Guiding Principles and Beliefs Statement to include expectations of students in Doral schools

(Indicators 1.3)

Evidence and Rationale

Doral Academy, Inc. has articulated Guiding Principles which describe characteristics of instruction in Doral schools and a school environment conducive to learning. In the fall of 2014 the corporation expanded these characteristics by identifying specific values, beliefs, expectations, and practices in Doral schools in the form of a Beliefs Statement which addresses not only the practices of teachers, but also those of parents, administrators, and the governing board. Beliefs include, among many, expecting parents to engage as partners in the education of their children, teachers using data to guide instruction and improve academic outcomes, administrators meeting the needs of parents through an open door policy, and the board believing in creating quality assurance structures to support expansion plans.

While the Beliefs Statement and Guiding Principles refer to students as being afforded opportunities to use different learning styles and being given various academic opportunities, they do not articulate what is actually expected of students in Doral schools, the most important stakeholders in the Doral community. Clarifying expectations of students beyond what will be given to them will complete and clarify the commitment of the range of stakeholders in the Doral community. Such clarity will further provide the corporation with an expanded roadmap to guide the development and assessment of the unique culture and learning experiences provided by Doral schools.

Powerful Practice

The Doral Academy corporation successfully implements a data use system that ensures all school operations are data driven. (also 5.3)

(Indicators 5.2)

Evidence and Rationale

The focus on the use of data to drive the educational program at Doral Academy, Inc. was clearly evident to the External Review Team. The leadership and teachers in all Doral schools track student performance data and use the data to drive improvements and adjustments in curriculum and instruction through the use of the

corporation's proprietary 5 Step Data Student Performance Success Wheel. This Wheel is used at all levels of operation from informing strategic planning to planning teaching at the beginning of the year, establishing instructional focus calendars, examining test results throughout the year, engaging in subject area and grade level data chats as well as data chats with students, and sharing student performance with parents. Teachers are trained annually in the interpretation and use of data. Data is continuously reviewed by the administrative team, instruction departments, individual teachers, and shared with students. Results are communicated with parents and stakeholders. Data analysis connects teachers to students and their learning, enables reflection on instruction, and enhances and engages dialogue with colleagues, students, and parents. Implementing strategies designed to increase student assessment performance is the focus of successful schools such as those of Doral Academy, Inc.

Powerful Practice

The culture of the Doral corporation and its schools reflects a passion for high achievement and rigorous learning in a supportive and respectful environment.

(Indicators 2.4)

Evidence and Rationale

The Doral Academy Vision and Mission statements call for a learning community where all stakeholders as a cohesive group are dedicated to promoting an exceptional educational experience that prepares all Doral students for college in a respectful environment. Interviews with students, professional staff, and parents revealed that the culture of the Doral schools reflects such focused dedication and respect.

First, students are actively engaged in core courses and a broad range of electives in the Miami Doral schools which in combination enable them to pursue fields of study that excite and interest them from the arts to the sciences and technology. The curriculum in the Miami schools provides students with depth and breadth of learning through a curriculum informed by state standards aligned to the Common Core, and which includes Pre-Advanced Placement courses, multiple Advanced Placement courses, and early college opportunities. Interviews with parents in both Miami and Nevada confirmed that students are challenged in their learning and encouraged to take advantage of the academic opportunities available to them. Students reported that they are encouraged and supported to strive to do better through engagement in academic competitions and to push to take courses with increased levels of rigor. One student commented that the effect of the rigorous and supportive environment was to bring out strengths that were never envisioned. He referred to teachers as students' partners in improving performance,

Teachers and administrators are similarly expected to perform at high levels as evidenced External Review Team interviews with stakeholders. Teachers reported that without question they are expected to improve student performance and that continuing to do so is tied to continuance of their one year contracts. Administrators reported as well the strong sense of being and functioning as part of a team and being given multiple responsibilities, including opportunities for leadership, accompanied by high expectations for performance. Many administrators made special mention of the leadership of the Head of Schools who they described as encouraging learning through new leadership experiences.

Finally, parents reported feeling respected and listened to consistent with their formal responsibility to participate in the school and to have a voice in maintaining and improving school effectiveness through their contributions to parent organizations such as the Educational Excellence School Advisory Council (EESAC) in each school.

The alignment of practices with the corporation's stated values means that Doral Academy, Inc. is meeting the obligation of its guiding documents to function as a contributing and supportive learning community.

Resource Utilization

The use and distribution of resources must be aligned and supportive of the needs of an institution and the students served. Institutions must ensure that resources are aligned with the stated mission and are distributed equitably so that the needs of students are adequately and effectively addressed. The utilization of resources includes an examination of the allocation and use of resources, the equity of resource distribution to need, the ability of the institution to ensure appropriate levels of funding and sustainability of resources, as well as evidence of long-range capital and resource planning effectiveness.

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, D., Rudo, Z., Schneider, C., & Smith-Hansen, L., 2003) "demonstrated a strong relationship between resources and student success... both the level of resources and their explicit allocation seem to affect educational outcomes."

AdvancED has found through its own evaluation of best practices in the more than 32,000 institutions in the AdvancED Network that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, meets special needs, and complies with applicable regulations. The institution employs and allocates staff members who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff members to improve their effectiveness and ensures compliance with applicable governmental regulations.

Standard 4 - Resources and Support Systems

The corporation ensures that all schools provide services that support the corporation purpose and direction to ensure success for all students.

Indicator	Description	Review Team Score	AdvancED Network Average
4.1	The corporation engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the corporation, individual schools, and educational programs.	3.00	3.08
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the corporation, individual schools, educational programs, and operations.	3.00	3.08
4.3	The corporation has clearly defined expectations that each school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	3.00	3.25
4.4	The corporation demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the corporation and its schools.	4.00	3.25

Indicator		Description	Review Team Score	AdvancED Network Average
4.5		The corporation provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the corporation and its schools.	3.00	2.92
4.6		The corporation ensures a technology infrastructure and equipment to support the corporation's and each school's business, teaching, learning, and operational needs.	3.00	2.92
4.7		The corporation ensures, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	3.00	2.92
4.8		The corporation ensures the existence and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	3.00	2.83

Findings

Powerful Practice

Doral Academy, Inc. practices exemplary fiscal and resource management.

(Indicators 4.4)

Evidence and Rationale

During the External Review process, team members reviewed artifacts, listened to a presentation by the Head of Schools and Administrators' Coalition, and conducted interviews, and determined from an abundance of information that fiscal and resource management is exemplary. Contributing factors for this success include, but are not limited to: the corporation's decision to focus on the educational operations and to outsource other operations to Academica, a nationally known company that serves charter schools in areas as fiscal management, human resources and to Civica for architectural, engineering, and facilities maintenance; the corporation's decision to waive the financial percentage described in the Affiliation Agreement to provide funds to support the needs of the two Nevada schools as they become established and grow; the corporation's submission for focused grants; the corporation's decision to reserve five percent of revenue each year (this reserve is now over twenty million dollars); the corporation's mission and purpose to continually increase Advanced Placement courses and student success on Advanced Placement tests paid for by the corporation; the corporation's support of schools successfully receiving A grades in Florida and Five Star recognition in Nevada; and its decision to disperse monies gained from state recognitions and passing scores on Advanced Placement tests as stipends to the teachers who helped achieve these successes. By strategically and purposefully managing resources, short term and long term, in concert with the Doral Academy, Inc. governing boards of both states, the corporation has assured its solvency.

Conclusion

The schools of Doral Academy, Inc. are deeply committed to the demonstration of improved learning particularly as measured by performance on state standardized tests, Advanced Placement tests, the SAT and the ACT. There is strong evidence that the Doral schools have been successful in improving student learning as evidenced by enviable state recognition with Florida Accountability Schools grades of A and two, soon three, national recognitions as Blue Ribbon schools, among others. During the External Review Process team members observed and learned about the style of corporation leadership and concluded that it has contributed to the success of the Doral schools. Leadership practices include nurturing a cohesive administrative team whose members are visible and involved in the daily life of the six schools in Miami, four of which are located on one site, and the two schools in Nevada. The highly respected Head of Schools has also fostered a reputation of being accessible to students and parents consistent with a philosophy which he summarized with the comment, "we are servants to them [students and parents]." Though Doral schools have steadily grown from their beginnings in 1999 as two schools with a student population of 600 to eight schools with over 6,000 students on campuses in Miami and Las Vegas, the style and activities of the corporation leadership have maintained a small school feeling. Leadership has clearly been hands-on in all Doral schools.

In 2013 the corporation submitted its Self-Assessment of Readiness for Accreditation and hosted a Readiness Visit in April of 2014 led by a member of the 2015 External Review Team. Corporation leadership shared with the External Review Team a recognition that the number of Doral schools has not only increased, but also is expected to continue to increase in the next five years. The corporation has immediate plans to add two schools in Nevada opening in the next two years, and one school in Tamarac, Florida opening in 2016-17. The increase has prompted a desire for corporation accreditation, not only for its practical value, but also as a means to ensure that the corporation's practices will help ensure replication of the "Doral way" of doing things so that all future schools function and are as successful as existing Doral schools. Corporation officials demonstrated that they are not interested in sitting on their laurels; rather, they conveyed a productive attitude toward making continuous improvement, viewing the accreditation process as critical to both their reputation and their practice.

Consistent with the AdvancED protocol, the External Review Team examined the corporation by focusing its inquiry on the Domains of Impact of Teaching and Learning, Leadership Capacity, and Resource Utilization. The conclusions of the External Review Team affirmed many strengths of Doral Academy, Inc. identified through Powerful Practices and also identified Improvement Priorities and Opportunities for Improvement that have the potential guide the corporation's improvement efforts as it expands the number of Doral schools in coming years.

One of Doral Academy, Inc.'s greatest strengths lies in its system of data use which ultimately ensures that all school operations are data driven. Doral schools promise in their mission that students have opportunities to learn by taking into account student needs identified through the analysis of data. While many institutions talk about using data, Doral walks the talk. Teachers are trained to analyze student performance results. Students themselves are kept informed of their performances meeting state standards via data chats with teachers. All school leadership and teachers track student performance and across the board use the corporation's 5 Step

Data Student Performance Success Wheel to examine student performance in a systematic and structured fashion. Teachers extend their use of data in comprehensive Data Binders which help them organize and track data, and also demonstrate to school leadership that improvements are being made in student learning as a result of the use of data about individual student learning. The External Review Team cited Doral's tracking, analysis, and use of student data as a Powerful Practice because school practices are pervasively data driven.

The commitment to stated beliefs and values is also evident through the culture of all schools. The External Review Team noted a passion for high achievement and rigorous learning in a supportive and respectful environment that is modeled by corporation leadership; the Team cited it as a Powerful Practice. Like the corporation's pervasive use of data, the culture results from a deliberate and systematic attention to inculcating specific beliefs and values that inform practices at Doral.

The corporation's systematic and systemic approach to analyzing and using data to improve student learning and its careful nurturing of particular practices that support the use of data to inform curriculum, instruction, and assessment can serve as examples of approaches which can inform improvements in other areas. For example, Doral schools are informed and guided by a myriad of handbooks, policies, structures, and practices which in the aggregate define many of the unique practices of Doral. Such handbooks, policies, structures, and practices have evolved organically over time to meet the growing demands of Doral schools, in some cases being recently pulled together. To support the information in these various documents new schools in Las Vegas have received personal guidance and training from the Head of Schools and other Miami administrators. As the number of Doral schools increases the ability to provide such personal guidance will be challenged. The development and systematic implementation and evaluation of a comprehensive corporation manual identifying and formalizing the critical and defining aspects and operational procedures for all Doral schools will support and ensure close and deliberate replication of Doral schools. The External Review Team identified it as an Improvement Priority for the corporation.

Similarly, the corporation lacks a formal, structured professional development plan. This is not to say that there isn't professional development because there is. In fact, the affiliation agreement with the two schools in Nevada even includes the provision of professional development as a requirement. Nonetheless, the structures and processes around identifying and providing professional development are loose. Doral Academy, Inc. will be strengthened by putting into place a formal and structured approach to identifying, implementing, and evaluating the professional development it provides so that it can ensure that the defining aspects of Doral Schools are ever present and sustainable. The External Review Team identified the development of such a structured approach as an Opportunity for Improvement for the corporation.

The lack of structure in the provision of professional development was apparent as well in the corporation's first strategic plan. Though the corporation should be commended for developing such a plan and for connecting it to best practices in AdvancED standards, the External Review Team determined that the five-year plan was weakened because it lacked full implementation components. Accordingly, the External Review Team identified this as an Improvement Priority moving forward.

Finally, the External Review Team observed that Doral Academy, Inc. successfully identifies what adults will do and provide for students in all Doral schools. Its corporate guiding documents are clear in explaining what types of opportunities students should have, the rigorous courses that need to be made available and encouraged, the contributions that parents should make to the school, and the practices of teachers, particularly around the use of data. The adults in the Doral community clearly act on these expectations; however, the External Review Team noted that expectations for the most important stakeholders, students, lack clarity. For example, the corporation's mission statement calls for students to be given rigorous learning opportunities that will not only help them strive for academic achievement, but also encourage a desire to be lifelong learners and successful leaders. The corporation self-assessment (page 4) stated that students will learn about the "importance of communication, conflict resolution, ethics, reason, and the application of what they have learned and researched." The corporation would benefit from clarifying what students will do and achieve as a result of attending a Doral school. The corporation would be further strengthened by identifying and monitoring the achievement of such the skills that students need to be lifelong learners and successful leaders as well as demonstrating the extent to which students are successfully doing and achieving valued skills such as communication, conflict resolution, ethics, reasoning, or the application of knowledge. Doral Academy, Inc. is data rich regarding standardized tests. It could be richer by expanding the data it gathers and analyzes related to other highly valued Doral skills.

An expanded focus on expectations of students should also include ensuring that each school has a formal structure that guarantees that each student in each school is well-known by an adult in the school. Although Doral students and parents feel strongly that student report feeling comfortable going to teachers, the lack of a formal structure allows some students to fall through the cracks.

Doral Academy, Inc. operates highly effective schools, the result of a pervasive commitment on the part of the entire community to prepare all students for post-secondary education. Although there are no plans to expand enormously or quickly, as stated earlier, the corporation has plans in place to expand over the next few years. It also has two schools in Nevada that are so new that they will need continued guidance in their development and connection to the Doral way of being. In the judgment of the External Review Team the greatest challenge to the corporation will be its addressing the need to codify and crystallize the beliefs, values, and practices that absolutely define a Doral school. To date, Doral schools have evolved through exceptionally careful management. Growth and expansion will necessitate a different kind of management that will depend less on the personal touch of corporation leadership and more on carefully crafted structures and systems that are implemented systematically and systemically. The challenge will be to hone down the practices to those that are essential and defining for Doral schools. Such is particularly the case because Doral encourages schools to have their own missions and purposes which, while staying aligned to the corporation's purpose, must uniquely meet the needs of the student populations that they serve. Further, as charter schools they are by definition required to meet differing state mandates. The expansion and clarification of the support systems that are in place, informed by a heightened focus on what is expected of students in Doral schools, will help ensure that Doral Academy, Inc.'s growth will result in a continuation of Doral schools everywhere having the same Doral characteristics.

The careful review of the corporation's Self-Assessment, examination of a myriad of evidences, interviews with stakeholders, and observations of classrooms informed the conclusions of the External Review Team. It is the hope of the Team that the Improvement Priorities cited related to the use of data and the Opportunities for Improvement related to developing a structured professional development plan, establishing formal structures in schools that ensure all students are known well, fully developing and implementing strategic goals, formalizing Doral operational procedures, and expanding guiding documents to include expectations for students will help Doral Academy, Inc. replicate and improve as it grows. There is no doubt that the corporation is deeply committed to helping students achieve at high levels. Such a pervasive commitment will serve as a grounded foundation for improvement efforts.

Improvement Priorities

The institution should use the findings from this review to guide the continuous improvement process. The institution must address the Improvement Priorities listed below:

- Define, formalize, and regularly evaluate policies, practices, systems, and structures that specify defining aspects and operational procedures for all Doral schools.
- Design, implement, and evaluate a formal structure in all schools whereby each student has one identified adult advocate with whom the student can build a strong relationship over time.
- Ensure that all corporate strategic goals have measurable performance targets supported by clear objectives, action steps, resources, and timelines.

Accreditation Recommendation

Index of Education Quality

The Index of Education Quality (IEQ™) provides a holistic measure of overall performance based on a comprehensive set of indicators and evaluative criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus.

The IEQ™ comprises three domains: 1) the impact of teaching and learning on student performance; 2) the leadership capacity to govern; and 3) the use of resources and data to support and optimize learning.

The overall and domain scores can range from 100-400. The domain scores are derived from: the AdvancED Standards and indicators ratings; results of the Analysis of Student Performance; and data from Stakeholder Feedback Surveys (students, parents, and staff).

	External Review IEQ Score	AdvancED Network Average
Overall Score	319.02	282.79
Teaching and Learning Impact	320.00	274.14
Leadership Capacity	321.67	296.08
Resource Utilization	312.50	286.32

The IEQ™ results include information about how the institution is performing compared to expected criteria as well as to other institutions in the AdvancED Network. The institution should use the information in this report, including the corresponding performance rubrics, to identify specific areas of improvement.

Consequently, the External Review Team recommends to the AdvancED Accreditation Commission that the institution earn the distinction of accreditation for a five-year term. AdvancED will review the results of the External Review to make a final determination including the appropriate next steps for the institution in response to these findings.

Addenda

Individual Institution Results (Self-reported)

Institution Name	Teaching and Learning Impact	Leadership Capacity	Resource Utilization	Overall IEQ Score
Doral Academy Charter High School	357.14	345.45	314.29	346.15
Doral Academy Charter Middle School	361.90	345.45	314.29	348.72
Doral Academy Elementary School	333.33	327.27	371.43	338.46
Doral Academy of Nevada	300.00	290.91	300.00	297.44
Doral Academy of Technology	361.90	345.45	314.29	348.72
Doral Performing Arts and Entertainment Academy	357.14	345.45	314.29	346.15
Just Arts and Management Middle School	333.33	318.18	371.43	335.90

Team Roster

Member	Brief Biography
<p>Dr. Pamela Gray Prescott</p>	<p>Dr. Prescott has served AdvancED for over five years first as Director of the Next Generation of Standards Project, then Director of Quality Assurance Review and Evaluation, Senior Researcher, and now Senior Advisor where most recently she led the development of AdvancED STEM Standards. Prior to her work at AdvancED Dr. Prescott was Director of the Commission on Public Secondary Schools at the New England Association of Schools and Colleges (NEASC), a regional accrediting association, where she also worked with its commission on international schools leading school visits and presenting at conferences in multiple countries in Europe, including Eastern Europe, the Middle East, Far East, and Africa. She has served as an educational consultant to the Ministry of Education in the post-Soviet country of Georgia in the development of a national accreditation system. Her background further includes 16 years as a teacher of English and secondary school administrator, and as Visiting Assistant Professor at two state universities in Massachusetts specializing in effective instruction and school evaluation and accountability, most recently teaching on-line. Dr. Prescott holds a B.A. from Simmons College, an M.A. from Rutgers University, and an Ed.D. from Boston University. She lives in Marshfield, Massachusetts and Little Deer Isle, Maine.</p>
<p>Leonard D. Paul</p>	<p>Leonard Paul is the Vice President, Northwest Region for AdvancED. Prior to this assignment he served as the Associate Director for the Northwest Accreditation Commission. Prior to the accreditation positions, he served with the Clark County School District as Region Superintendent, Assistant Superintendent Secondary Schools, High School Principal, Curriculum Specialist, and teacher. He was named the Nevada Principal of the year in 1991, received the Las Vegas Chamber of Commerce Community Achievement in Education Award in 2001 and received the Northwest Accreditation Distinguished Service award in 2004. His early career experience was a scene designer and scenic artist for the Las Vegas entertainment industry. He received degrees from Northeastern College, Colorado State University and an advanced degree from the University of Nevada, Las Vegas.</p>
<p>Dr. Patricia S. Golding</p>	<p>Dr. Patricia S. Golding, (Virginia) retired as the Associate State Director for AdvancED Virginia. She previously served as a member of the Virginia State Council for SACS CASI and as a state specialist. She currently serves as an independent contractor and educational consultant for the Virginia Department of Education. She has served as an adjunct faculty member for Old Dominion University and Radford University. Dr. Golding holds thirteen Virginia certifications in teaching and all levels of administration including a superintendent license. Some of her prior experiences include elementary teacher, teacher for all grades in special education; assistant principal, principal, co-ordinator of Gifted and Talented, English and verbal studies instructor for Wytheville Community College; Elementary Supervisor, Director of Curriculum and Instruction, and Assistant Superintendent for Carroll County Public Schools (VA).</p>

Member	Brief Biography
<p>Dr. George M Koonce</p>	<p>Personal and Professional</p> <p>Dr. Koonce is married to Geraldine Hill Koonce and has one son, George Koonce III, a lawyer who lives and works in Miami. With over 41 years in education Dr. Koonce served as a classroom teacher, assistant principal, principal, director, region superintendent, and associate superintendent in the Miami-Dade County Public Schools system (with the exception of 4 years as a classroom teacher in Washington High School, Early County, Georgia).</p> <p>Dr. Koonce has served as Chair of the SACS Florida Council and as President of the Southern Association of Colleges and Schools. He is also an AdvancED SACS CASI Florida Field Consultant, and a member of the AdvancED Distance and Corporation Council.</p> <p>Education Seminole County Training School, Seminole County, GA B.S. in French, Fort Valley State M.A.T., Indiana University, Bloomington, IN University of Toulouse, Toulouse, France Institut Catholique, Paris, France M.Ed., University of Miami, Coral Gables, FL Ph.D., University of Miami, Coral Gables, FL</p>
<p>Ms. Valerie Sommerville</p>	<p>Valerie Sommerville serves as a South Central Regional Trainer for AdvancED; serves as a lead evaluator or team member for AdvancED school External Reviews; serves as a team member for AdvancED system External Reviews; and serves as a team leader or member for the Council on Occupational Education postsecondary school or college accreditation teams. Valerie holds a Master in Education degree from the University of Central Florida with additional coursework for Vocational Director and a Bachelors degree in Home Economics with a minor in Mathematics from Montclair University, NJ. She has forty-four years of educational experience teaching at an inner city middle school, a suburban high school, an adult special education program, and postsecondary continuing education and serving as a district Senior Administrator and as an Assistant Director of a technical center.</p>

Next Steps

1. Review and discuss the findings from this report with stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the Powerful Practices section to maximize their impact on the institution.
3. Consider the Opportunities for Improvement identified throughout the report that are provided by the team in the spirit of continuous improvement and the institution's commitment to improving its capacity to improve student learning.
4. Develop action plans to address the Improvement Priorities identified by the team. Include methods for monitoring progress toward addressing the Improvement Priorities.
5. Use the report to guide and strengthen the institution's efforts to improve student performance and system effectiveness.
6. Following the External Review, submit the Accreditation Progress Report detailing progress made toward addressing the Improvement Priorities. Institutions are required to respond to all Improvement Priorities. The report will be reviewed at the appropriate state, national, and/or international levels to monitor and ensure that the system has implemented the necessary actions to address the Improvement Priorities. The accreditation status will be reviewed and acted upon based on the responses to the Improvement Priorities and the resulting improvement.
7. Continue to meet the AdvancED Standards, submit required reports, engage in continuous improvement, and document results.

About AdvancED

AdvancED is the world leader in providing improvement and accreditation services to education providers of all types in their pursuit of excellence in serving students. AdvancED serves as a trusted partner to more than 32,000 public and private schools and school systems – enrolling more than 20 million students - across the United States and 70 countries.

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, and the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (NWAC) that was founded in 1917 became part of AdvancED.

Today, NCA CASI, NWAC and SACS CASI serve as accreditation divisions of AdvancED. The Accreditation Divisions of AdvancED share research-based quality standards that cross school system, state, regional, national, and international boundaries. Accompanying these standards is a unified and consistent process designed to engage educational institutions in continuous improvement.

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Attachment P

This is not applicable. The school governing board does not intend to enter into any type of lease, lease-purchase agreement, or any other facility or financing relationships with the Service Provider.

Attachment Q

CHARTER SCHOOL SERVICES AND SUPPORT AGREEMENT

BETWEEN

THE BOARD OF DIRECTORS FOR

KAMALANI ACADEMY, A HAWAII PUBLIC CHARTER SCHOOL

AND

ACADEMICA HAWAII, LLC

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CHARTER SCHOOL SERVICES AND SUPPORT AGREEMENT

This is an Agreement to provide services and support to a Charter School by and between the Kamalani Academy Board of Directors (“Board”) and Academica Hawaii LLC (“Service Provider”)

WHEREAS, Kamalani Academy (the “School” or “Kamalani”) may have a contract (“the Charter”) with the Hawaii State Public Charter School Commission (the “State”) to operate a charter school;

WHEREAS, the School is governed by the Board;

WHEREAS, academic control and freedom are integral to the success of the School and the Board must have complete autonomy and control over its academic program, staffing needs, and curriculum;

WHEREAS, the Board desires to ensure that its School is professionally operated in accordance with the requirements of its Charter and the requirements of all State and Federal

laws as well as the requirements of local municipal and or county ordinances which may be applicable to the operation of the School or its facilities;

WHEREAS, Service Provider has been established to provide professional services and support to public charter schools;

WHEREAS, it is Service Provider's mission to ensure that the vision of the School's Board of Directors is faithfully and effectively implemented;

WHEREAS, Service Provider's officials are familiar with the governmental agencies and requirements needed to establish and operate a public charter school as well as the requirements of the Charter, all State and Federal authorities, and the local municipal and or county government which may be applicable to the operation of the School or its facilities;

WHEREAS, Service Provider's officials are familiar with the various local, state and federal funding sources for charter school programs and have successfully obtained grants, other forms of revenue and financing for other charter school programs;

WHEREAS, Service Provider's officials have attended and will continue to attend local, state, and federal meetings and conferences for charter school operators and consultants;

WHEREAS, Service Provider and its affiliate companies provides services and supports a national network of charter schools and believes that there are benefits to having combined

purchasing power and a wide variety of employment opportunities and options available to the employees of public charter schools serviced by Service Provider;

WHEREAS, it is Service Provider's duty to implement the vision of the Board of Directors, ensuring the autonomy and governing authority of the Board of Directors of Kamalani, and the Board of Director's duty to make all decisions and direct Service Provider to act accordingly on the Board's behalf.

WHEREAS, Kamalani and Service Provider desire to enter into this agreement for the purpose of having Service Provider provide services and support to the School at the direction and to the extent instructed by the Board of Directors;

NOW THEREFORE, the parties to this Agreement agree as follows:

DUTIES OF SERVICE PROVIDER:

1. Recitals

The forgoing recitals are true, correct and incorporated herein.

2. Engagement

KAMALANI engages Service Provider to provide administrative services and support to the School as more fully set forth herein. Service Provider accepts such engagement pursuant to the terms of this Agreement.

3. Duties

At the direction of the Board, Service Provider will coordinate the services required to support the School. In connection with this, Service Provider will report to the Board and advise

it of the systems established for administrative duties, including those related to initial setup and the ongoing operational budget. In providing services, Service Provider will comply with all Board and School policies and procedures, the Charter, and with all applicable state and federal rules and regulations. If instructed by the Board, Service Provider's services may include, but not be limited to: identification, design and procurement of facilities; staffing recommendations, human resource coordination, regulatory compliance, legal and corporate upkeep, and the maintenance of the books and records of the Schools as well as bookkeeping, budgeting and financial forecasting. The provider assures the Board that all uniform, system-wide reporting, record keeping, and accountability systems will be compliant with Hawaii requirements. The Board will review any recommendations made by Service Provider and act upon them in the manner the Board decides.

4. Board of Directors Meetings

Service Provider will attend the meetings of the Board and the staff of the School. Unless otherwise instructed by the Board, Service Provider shall maintain the minutes and records of those meetings and ensure that the School complies with the requirements of HRS 302D-12 regarding such meetings and record keeping.

5. Record Keeping

Service Provider will maintain the records of the School at the location designated by the Board. Service Provider will ensure compliance with all legal requirements for record keeping. In addition, Service Provider will ensure that designated on site staff receives proper training by the **State's** appropriate departments for student school record keeping through its designated programs.

6. Bookkeeping

Service Provider will coordinate with the accounting firms selected by the Board (“the accounting firm”), and serve as liaison with them to ensure the accuracy and timeliness of financial reporting and record keeping as may be required by the Charter and State law.

7. Staff Administration

If instructed by the Board, Service Provider may coordinate with the Board or the Hiring Committee established by the Board to identify, recruit and select individuals for School-based positions. The Board will make all hiring decisions in its discretion and in accordance with law. All employees selected by the Board shall be KAMALANI employees or employees leased to KAMALANI, and will not be employees of Service Provider. At the Boards direction, Service Provider may prepare employment contracts for approval by the Board that are to be used for the purpose of hiring employees. At the request of the Board, Service Provider may propose a professional employee management company to the Board which can perform the human resource services for the School. Once the Board approves a human resource provider Service Provider will coordinate such services. The Board will have complete discretion to decide which professional employee management company and its method of human resource management to use, if any. Service Provider agrees to act as the liaison for the School vis-à-vis the human resource services provider. All School-based employees will be assigned to the School and may only be removed, dismissed, or transferred by Board approval.

8. Financial Projections and Financial Statements

Service Provider will prepare annual budgets and financial forecasts for the School to present to the Board for review and approval or disapproval. The Service Provider will prepare and maintain all financial records at the direction of the Board and in compliance with Hawaii public accounting standards and regulations, as a means of codifying all transactions pertaining

to its operations. The Board shall annually adopt and maintain an operating budget. The Board, based on recommendations made by the accounting firm, will adopt accounting policies and procedures. Service Provider will prepare, with the review and approval of the Board, regular unaudited financial statements as required to be delivered to the State which will include a statement of revenues and expenditures and changes in fund balances in accordance with generally accepted accounting principles. These statements will be provided in advance of the deadline for submission of such reports to the State. KAMALANI will provide the State with annual audited financial reports as required by the Charter. These reports will be prepared by a qualified independent, certified public accounting firm. Service Provider will provide the regular unaudited financial statements, books and records to the auditor for review in connection with the preparation of the reports. The reports shall include a complete set of financial statements and notes thereto prepared in accordance with the Charter and generally accepted accounting principles for inclusion into the School's financial statements annually, formatted by revenue source and expenditures and detailed by function and object.

9. Designated Contact Person

The designated contact person of Service Provider shall be the Manager of Academica Hawaii, LLC Robert B. Howell.

10. Grant Solicitation

At the request of the Board, Service Provider may solicit grants available for the funding of the School from the various government and private and institutional sources that may be available. Such grants will include, but are not limited to federal grants programs and various continuation grants for charter schools.

11. Financing Solicitation and Coordination

If directed by the Board, Service Provider may coordinate obtaining financing from private and public sources for loans desired by the Board.

12. Other Funding Sources

At the request of the Board, Service Provider may coordinate the solicitation of School Improvement Grant funds, if available, from the appropriate state or local agencies. Similarly, Service Provider will coordinate the solicitation of other state, federal, or local government funds earmarked for school facilities development, improvement, or acquisition as well as other sources of funding that may become available to charter schools from time to time.

13. Annual Reporting

Service Provider will coordinate the preparation of the Annual Report for the School. The Report will be submitted to the Board for approval, and Service Provider will coordinate the delivery and review process established by the State and Charter School legislation for the Annual Report.

14. Student Assessment

If instructed by the Board, Service Provider may coordinate a student assessment methodology and retain on behalf of KAMALANI, professionals to administer and evaluate results. Service Provider will provide the Board with proposals from professionals offering to provide assessment and student evaluation services for the Board either to approve or reject.

15. School Board Representation

The Board President will serve as primary liaison with the State Public Charter School Commission and its officials on behalf of the School. If instructed by the Board, Service Provider may also serve as a liaison of the Board to the State and its officials. In connection therewith, Service Provider's representatives will attend required meetings and public hearings.

16. Governmental Compliance

If requested by the Board, Service Provider will advise the Board on compliance with state regulations and reporting requirements of the Charter School. Service Provider may also advise the Board on compliance with the School's Charter with the State. The School's Charter with the State is incorporated herein by reference.

17. Charter Renewal Coordination

At the direction of the Board, Service Provider may assist the Board with renewal of the School's Charter on a timely basis. If instructed by the Board, may negotiate the terms of the renewal Charter with the State on behalf of the Board and provide the Board with notice and seek Board approval of any renewal provisions which modify or alter the terms of the original Charter between the School and the State.

18. Curriculum Development

If requested by the Board, Service Provider may identify and or develop curricula in connection with the operations of the School and the vision of the Board in a manner that complies with applicable federal, state and local laws and regulations. All proposed curricula shall be approved by the Board prior to use.

19. Facilities Identification Expansion, Design and Development

At the direction of the Board, Service Provider may coordinate with the Board for the purpose of identifying the facilities needs of the School from year to year. In connection therewith, Service Provider shall advise the Board and assist the School in identifying, procuring and planning the design of new facilities or in the expansion of existing ones. Service Provider may identify and solicit investors to acquire and develop facilities for lease or use by the school. Where such investors are related to Service Provider or its principles, that relationship will be disclosed to the Board. Further, Service Provider shall recommend and retain on behalf of the

School qualified professionals in the fields of school design and architecture and engineering as well as in the area of development and construction for the expansion, design, development, and construction of new or existing facilities.

20. Systems Development

If requested by the Board, Service Provider may identify and develop a Hawaii based and state compliant school information system to be used in connection with the administration and reporting system for the School. This includes, but is not limited to, accounting documentation filing systems, student records systems, computer systems, and telecommunications services.

TERM OF AGREEMENT

21. Initial Term

The Initial term of the Agreement shall commence on July 1, 2017 and continue for two (2) years, through June 30, 2019.

22. Renewal

Absent notice of termination pursuant to Section 23(a), this Agreement shall automatically renew for the full term of the initial Charter Agreement. Thereafter, this Agreement shall automatically renew for the term of each successive renewal of the Charter Agreement by the School's sponsor unless and until either party delivers to the other, no more than 180 days nor less than 30-days prior to the expiration of any Charter Agreement, written notice that this Agreement shall be cancelled at the expiration of the term of the then-current Charter Agreement.

23. Termination

(a) During the Initial Term of the Agreement, either party may terminate this Agreement at any time, with or without cause, by giving thirty (30) days written notice to the other party.

(b) Following the Initial Term of the Agreement, either party may terminate this

Agreement immediately for cause. Termination for cause shall be defined, for purposes of this Agreement, as the breach of any material term of this Agreement, when such breach continues for a period of thirty (30) days after written notice, or is cured and recurs within thirty (30) days following the cure, and following written notice to the other party describing the breach. Notwithstanding the above, in the event of a significant event, **Kamalani** may terminate this Agreement immediately without providing Service Provider with thirty (30) days to cure the defect. For the purposes of this Agreement, a “significant event” shall be defined as an act or omission by the Service Provider which results in a breach of the School’s Charter such that the Charter is subject to immediate termination without chance for cure, interrupts the School’s operations and/or results in a threat to the School’s viability. Upon notice of termination under this Section, **KAMALANI** shall only be required to pay Service Provider for services rendered through the date of the notice of termination for cause.

(c) Duties upon termination. In the event this Agreement is terminated, the parties shall work cooperatively to ensure that the School’s operations continue without interruption. Service Provider shall immediately and peaceably deliver to **KAMALANI** any and all books, documents, electronic data or records of any kind or nature pertaining to the operation of the School or any transactions involving the School. This Section shall survive the termination of this Agreement.

COMPENSATION

24. Base Compensation

KAMALANI shall pay Service Provider a services and support fee of \$450 per student Full Time Equivalent (FTE) per annum during the term of this Agreement, unless terminated, provided that **KAMALANI** receives such funds. The fee shall be payable in equal monthly

installments, provided that KAMALANI shall have no obligation to pay such fee before receiving its FTE funding from the State of Hawaii, such funding does not include funds for special services or federal dollars, in which event the monthly installments shall accrue until funding is received. The fee may be adjusted annually at each anniversary of this Agreement based on the change in the prior year's Consumer Price Index or on the basis of the year-to-year percentage change in the per student Full Time Equivalent (FTE) funding provided to the school under the law, whichever is less. In the event that funding is decreased in future years to an amount less than the 2017-2018 state funding, either party may request review of the base compensation amount. Based upon this review, the Service provider may lower the fee should the school experience severe financial distress.

25. Additional Services

Service Provider will provide additional services not covered under this Agreement to the Board as requested by the Board by proposal to Board and subject to Board approval. This may include services that are not within the regular course of running the School, including but not limited to special projects, litigation coordination, and land use coordination. Such projects may include the engagement, at the expense of KAMALANI, of other professionals or consultants who may be independent from Service Provider or part of Service Provider's network of consulting professionals.

26. Incurred Expenses

Pursuant to the agreement of the Board and Service Provider, Service Provider may defer some or all of the services and support fees and/or costs for additional services and/or reimbursements due hereunder from one fiscal year to the next, which will be duly noted in the schools financial records.

OTHER MATTERS

27. Conflicts of Interest

No officer, shareholder, employee or director of Service Provider may serve on the Board. Service Provider will comply with the Conflicts of Interest rules set out in the Charter. In addition, if there exists some relationship between Service Provider, its officers, directors, employees, principals or agents and any other person or entity providing goods or services to the School, Service Provider agrees to disclose the relationship to the Board.

28. Insurance and Indemnification

Service Provider shall carry liability insurance and indemnify the School for acts or omissions of Service Provider. Service Provider agrees to provide, upon request of the Board, certificates of insurance with carriers, in amounts and for terms reasonably acceptable to the Board. Service Provider hereby agrees to indemnify, hold harmless and protect **KAMALANI** the Board, the School and their successors and assigns, from and against any and all liabilities, claims, forfeitures, suits, penalties, punitive, liquidated, or exemplary damages, fines, losses, causes of action, or voluntary settlement payments, of whatever kind and nature, and the cost and expenses incident thereto (including the costs of defense and settlement and reasonable attorney's fees) (hereinafter collectively referred to as "claims") which such party may incur, become responsible for, or pay out as a result of claims connected to the acts, services, conduct or omissions of Service Provider, its employees or agents.

29. Miscellaneous

(1) Neither party shall be considered in default of this Agreement if the performance of any part or all of this Agreement is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, hurricane, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either party's control, and

which cannot be overcome by reasonable diligence and without unusual expense.

(2) This Agreement shall constitute the full, entire and complete agreement between the parties hereto. All prior representations, understandings and agreements are superseded and replaced by this Agreement. This Agreement may be altered, changed, added to, deleted from or modified only through the voluntary, mutual consent of the parties in writing, and said written modification(s) shall be executed by both parties. Any amendment to this Agreement shall require approval of the Board.

(3) Neither party shall assign this Agreement without the written consent of the other party;

(4) No waiver of any provision of or default under this Agreement shall be deemed or shall constitute a waiver of any other provision or default unless expressly stated in writing.

(5) If any provision or any part of this Agreement is determined to be unlawful, void or invalid, that determination shall not affect any other provision or any part of any other provision of this Agreement and all such provisions shall remain in full force and effect.

(6) This Agreement is not intended to create any rights of a third party beneficiary.

(7) This Agreement is made and entered into in the State of Hawaii and shall be interpreted according to and governed by the laws of that state. Any action arising from this Agreement, shall be brought in a court in Hawaii.

(8) In the event of a dispute arising from this Agreement, the prevailing party shall be awarded reasonable attorneys' fees and costs.

(9) Every notice, approval, consent or other communication authorized or required by this Agreement shall not be effective unless same shall be in writing and sent postage prepaid by United States mail, directed to the other party at its address hereinafter provided or at such other

address as either party may designate by notice from time to time in accordance herewith:

If to Service Provider: **Academica Hawaii, LLC**
1378 Paseo Verde Pkwy
Henderson, NV 89012
Attention: Robert Howell

If to **Board**: Kamalani Academy
246 Panepo'o Place
Wahiawa, HI 96786
Attention: Board Chair

(10) The headings in the Agreement are for convenience and reference only and in no way define, limit or describe the scope of the Agreement and shall not be considered in the interpretation of the Agreement or any provision hereof.

(11) This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one Agreement.

(12) Each of the persons executing this Agreement warrants that such person has the full power and authority to execute the Agreement on behalf of the party for whom he or she signs.

THIS AGREEMENT was approved at a meeting of the Board of Directors of KAMALANI held on the _____ day of _____ 20___. At that meeting, the undersigned Chair of KAMALANI was authorized by the Board to execute a copy of this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Contract as of the day and year first above written.

KAMALANI ACADEMY

By: _____
_____, Board President

Date: _____

ACADEMICA HAWAII LLC

By: _____
Robert Howell, CEO

Date: _____

Attachment R

The Kamalani Vision

“A space where children become leaders, prepared for a Twenty First Century we cannot even imagine.”

The Kamalani Mission

“Kamalani School believes that each of our students is born with great abilities. We use the arts to release those talents. The arts enhance the learning of core academic subjects and, also, provide students with vital skills such as creativity, communication, leadership, and collaboration.”

Governing Philosophy

The Kamalani Academy Governing Board has given much thought to the school Vision and Mission and will operate under these, as well.

The Governing Board understands that we live in a time of rapid change and that it is impossible to predict with much precision the future in which our students will live. Thus, in addition to the traditional academic subjects, we believe that it will be necessary for our students to possess such skills as flexibility, creativity, goal setting, perseverance, collaboration, and leadership. Equipped with these, they will be able to master whatever opportunities present themselves.

We believe that arts integration provides a means to nurture these skills. The successful artist must be able to vision, to set goals, to adapt, and to create. In addition, the arts present an excellent medium for engaging students with traditional academic subjects.

The Kamalani Governing Board will not micro-manage the professionals it hires. It is the role of the Board to provide the long-term Vision and the Mission for the school. At the same time, the Board recognizes that it is responsible for overseeing all aspects of the Academic, Organizational, and Financial success of the Academy. Thus, it is the responsibility of the Board to create, implement, and maintain systems to monitor, maintain, and continuously improve all aspects of the school's operation.

It is important to the Board that everything that is done at Kamalani involves integration of the wonderful Hawaiian culture.

Finally, the Board appreciates the importance of involving all stakeholders; students, parents, the community, the DOE, and the Commission in the success of Kamalani.

**BYLAWS
OF
KAMALANI ACADEMY**

**ARTICLE I
INTRODUCTION; LEGAL STATUS**

Section 1. Name and Location. The name of the charter school is Kamalani Academy (hereinafter referred to as the "School"). The School, is located in the State of Hawaii.

Section 2. Legal Status. The School is a charter school pursuant to Hawaii Revised Statute 302D authorized by the Hawaii State Public Charter School Commission. The Governing Board of the School is an independent body under the authorization of the State Public Charter School Commission.

Section 3. Statutes. The School shall operate in accordance with Hawaii Revised Statutes, Chapter 302D, and all other applicable state and federal laws and regulations, including reporting requirements.

**ARTICLE II
PURPOSE AND MISSION**

Section 1. Purpose and Mission. The purpose of Kamalani Academy (the "School") is to improve the academic achievement of students through encouraging the use of innovative and effective teaching techniques. The mission of Kamalani Academy is to provide an

education that nurtures the whole child, celebrates the uniqueness of each child, and provides an innovative arts integrated education to increase academic achievement. Arts integration actively engages and challenges students in meaningful curriculum that will increase their literacy skills and overall academic achievement. The positive learning environment embraces cultural diversity and nurtures the child's self-esteem and love of learning. The Kamalani Academy strives to actively involve families and the community in our learning process.

Section 2. Non-Discrimination. The School shall not discriminate on the basis race, color, religion, age, sex, national origin, marital status, disability, or other reason prohibited by the law in hiring or other employment practices. Further, the School shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices on the basis of race, color, religion, age, sex, national origin, marital status, disability, or other reason prohibited by the law. The School shall conduct all of its activities in accordance with all applicable local, state and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of the charter public schools in the State of Hawaii.

ARTICLE III GOVERNING BODY

Section 1. Powers and Duties. The business, affairs, and property of the School shall be managed by a Governing Board of Directors. The founding committee to form the school will become the first governing body of the School. Without limiting the general powers conferred by these Bylaws and provided by law, the Board shall have, in addition to such powers, the following powers:

- (a) Ratifying the School's mission and vision statements, and any modification thereof;
- (b) Approve any management, operational, and service contracts;
- (c) To enter into agreements and contracts with individuals, groups of individuals, corporations, or governments for any lawful purpose which supports the School's mission and operation;
- (d) Authorizing the broad curricular guidelines and the delegation and oversight of specific program implementation.
- (e) To lease, purchase, or otherwise acquire, in any lawful manner, for and in the name of the School, any and all real and personal property, rights, or privileges deemed necessary or convenient for the conduct of the School's purpose and mission.
- (f) Establish and approve all major educational and operational policies;

- (g) To hire, supervise and direct an administrator who will be responsible for the day-to-day operations of the School;
- (h) To develop and approve the annual budget and financial plan which shall be monitored and adjusted as necessary throughout the year;
- (i) To cause to be kept a complete record of all the minutes, acts and proceedings of the Board;
- (j) To cause an annual inspection or audit of the accounts of the School pursuant to HRS 302D-32, as well as any other audits required by law, to be made by an accountant to be selected by the Board, showing in reasonable detail all of the assets, liabilities, revenues and expenses of the School and its financial condition.
- (k) To strive for a diverse student population, reflective of the community;
- (l) Solicit and receive grants and other funding consistent with the mission of the School with the objective of raising operating and capital funds;
- (m) Carry out such other duties as required or described in the School's Charter.

Section 4. Formation. The first Board formed after the approval of a charter issued pursuant to HRS 302D shall consist of the members of the Committee to Form the School. Former Committee members prohibited from membership on the Board by HRS 302D-8 or HRS 302D-12 or other applicable statute or regulation shall resign from the Board at its first meeting. Remaining Board members shall fill all vacancies created by resignations or these Bylaws at the first meeting. The election of all new Board Members to fill vacancies on the Board, both at the initial Board meeting and at all future meetings where elections take place, shall include candidates whose election to the Board will maintain compliance with all applicable statutes and regulations.

Section 5. Qualifications; Election; Tenure. The Board shall be composed of seven (7) Directors unless and until changed by amendment of these Bylaws.

- (a) The Board shall seek to maintain a membership which is representative of the community served and possesses the breadth of knowledge and experience to effectively support and direct the operation of the School. To support this, the Board will endeavor to maintain a membership which includes:
 - (1) A parent of an enrolled student;
 - (2) An active or retired licensed educator;

(3) An individual with expertise in the areas of Accounting or Financial Management;

(2) And individual with expertise in the areas of Law or Human resources.

- (c) All Board members shall be devoted to the purpose and mission of the School and shall represent the interests of the community.
- (d) The Board Members shall serve five (5) year terms. Board members may serve no more than two (2) five year terms. Terms shall be staggered so that no more than 1/2 of the Board shall be up for election in any one year, unless a vacancy(ies) needs to be filled. The Board shall establish the term for a newly elected Director before the election, in order to stagger the terms of each member of the Board. To initially stagger the terms for the founding board, Three Directors will serve three-year terms, three Directors will serve four-year terms, and the remaining three will serve the usual five-year term. Those Directors who will serve the three, four, and five year terms will be determined by lottery at the first official board meeting upon receipt of the charter.
- (e) When the term of a Board Member has expired or when a Board Member resigns, the remaining Directors shall elect a new Director to fill the vacancy. It is incumbent upon the Board to fill any vacancies as soon as practicable. If for any reason the Board membership should drop below five (5) members, the only action that may be taken by the Governing Body is action to add members who will bring the governing body back into compliance with statute and its bylaws. Furthermore, once any Board Vacancy has been open for more than ninety (90) days, the only action that may be taken by the Governing Body is action to add members who will bring the governing body back into compliance with its bylaws.
- (f) It is the responsibility of existing Directors to identify new persons to serve on the Board of Directors. To Assist in identifying the best qualified candidates, the Board shall advertise a vacancy on the School's website and through direct (email, letter, text, or phone, etc.) communication to the parents of enrolled students. In compliance with HRS 302D-12, in selecting governing board members, consideration shall be given to person who:
1. Provide the governing board with a diversity of perspective and a level of objectivity that accurately represent the interests of the charter school students and the surrounding community;
 2. Demonstrate an understanding of best practices of non-profit governance; and,
 3. Possess strong financial and academic management and oversight abilities, as well as human resource and fundraising experience.

- (g) The Board shall develop an orientation and training program for new directors and an annual continuing education program for existing directors. Board members will avail themselves of charter school conferences which offer workshops on governance, financial oversight, budget, and academic accountability, among others.

Section 6. Conflict of Interest. The Board shall follow the Kamalani Academy Conflict of Interest Policy.

Section 7. Annual Meeting. The annual meeting of the Board shall be held at the School in June of each year as the Board may determine. The annual meeting shall take the place of the Regular Meeting for that time-period. Written notice stating the place, day, and hour of the meeting shall be given personally or mailed to each member of the Board at least three (3) business days prior to the date fixed for the annual meeting. The annual meeting shall be for the purpose of electing officers and new Board members and for the transaction of such business as may come before the Board.

Section 8. Regular Meetings. The Board shall establish a regular day and place for regular meetings that shall occur no less frequently than once every two months. The meeting shall be held on the school site or in another location as set by the Board Chair that will allow for attendance by all Board Members and the involvement of the school community. Notice of the time and place of every regular meeting shall be given to each member of the Board, published to the school website and posted at the school site at least six (6) business days before the date fixed for the meeting. The purpose of any regular or special meeting must be specified in the notice of such meeting. Minutes of each Board meeting shall be taken and shall be approved by the Board. Said minutes shall be kept at the School and will be made available to the public, upon request, pursuant to HRS 302D-12(g).

Section 9. Special Meetings. Meetings of the Board may be called at any time by the Chairperson or by a majority of the Board. Special meetings shall be held at such time and place as may be designated by the authority calling such meeting.

Section 10. Agenda. An agenda must be produced for each regularly scheduled board meeting in order to provide effective and efficient meeting practice. In addition to previously requested agenda items, any Board member may provide additional agenda items for the following meeting by providing, via e-mail, fax or regular mail, the School's supervising employee or administrator the request, noting its appropriate place on the normal agenda format, and a realistic time requirement for such item. Such requests must be received at least 24 hours prior to the posting deadline.

Section 11. Open Meetings. Meetings of the Board shall be open to public and comply with all applicable requirements under HRS 302D-12(g).

Section 12. Quorum. A quorum at all meetings of the Board shall consist of a majority of the number of Board Members then in office. Except as provided specifically to the contrary by these Bylaws, the act of a majority of the Board Members in office at a meeting at which a quorum is present shall be the act of the Board. Proxy voting is not permitted.

Section 13. Ex-Officio Members. There shall be no ex-officio governing body members.

Section 14. Vacancies. Any vacancy occurring in the Board may be filled by the affirmative vote of a majority of the Directors at a regular or special meeting of the Board. A Director elected to fill a vacancy resulting from death shall be elected for the unexpired term of such person's predecessor in office and shall hold such office until such person's successor is duly elected and qualified. Any Director elected to fill a vacancy resulting from removal or resignation shall be elected for a new term.

Section 15. Committees. The Board may designate from among its members, by resolution adopted by a majority of the entire Board, an Academic Committee, a Governance Committee, a Financial Committee, and one or more other committees, each of which shall consist of at least one (1) Director and which shall have and may exercise such authority in the management of the School as shall be provided in such resolution or in these Bylaws. The Board shall not be permitted to delegate their power to contract nor their budget making authority. Any delegated activity or decision-making authority may be unilaterally revoked at any time.

Section 16. Removal. Any member of the Board may be removed by the affirmative vote of two-thirds (2/3) of the Directors then in office, excluding the member at issue whenever in their judgment such removal would serve the best interests of School.

Section 17. Resignation. A resignation by a Board member shall be effective upon receipt by the Chairperson of a written communication of such resignation.

Section 18. Participation by Telephone. To the extent permitted by law, any member of the Board or committee thereof may participate in a meeting of such Board or committee by means of a conference telephone network or similar communications method by which all persons participating in the meeting can hear each other, and participation in such a fashion shall constitute presence in person at such meeting.

Section 19. Proxy Voting. Proxy voting is not permitted.

Section 20. Compensation. No member of the Board shall receive any compensation for serving in such office, except that the Board Members may be reimbursed for reasonable expenses, including travel expenses, incurred in connection with service on the Board. Any such reasonable expenses that are not reimbursed by the School shall be construed as a gift to the School.

Section 21. Closed Sessions. Any Board member may call a Closed Session during any special or regular Board meeting for issues concerning personnel or other matters requiring confidentiality. All persons except Board members may be excluded from such Closed Sessions at the discretion of the Chair. Following such meetings, an officer shall provide a general description of the matters discussed, to be provided as the minutes of said Closed Session.

Section 22. Protocol. The Board shall use Robert's Rules of Order, unless stated otherwise herein. If a Board member is unable to attend a Board meeting, the Board member shall contact the Chairperson, Administrator or designated supervising employee prior to the meeting.

ARTICLE IV OFFICERS

Section 1. Number. The officers of the Governing Board shall include a Chair, Vice-Chair, Secretary, Treasurer, and such other officers as the Board shall deem necessary to elect.

Section 2. Election and Term of Office. The Board shall elect and appoint all officers of the School at the annual meeting of the Board, which officers shall be installed in office at such annual meeting to serve for terms of one (1) year and until their successors have been duly elected and qualified. Board Officers may serve no more than three (3) consecutive one-year terms in any office. Should there be more than one (1) nominee for a vacancy, the nominee receiving the greatest number of votes shall be declared elected and shall be installed in office at the annual meeting.

Section 3. Removal of Officers. Any officer of the School may be removed, either with or without cause, by a two-thirds (2/3) majority of the Board Members then in office at any regular or special meeting of the Board.

Section 4. Chair. The Chair of the Board shall preside at all meetings of the Board. The Chair of the Board shall possess the power to sign all certificates, contracts or other instruments of the School that are approved by the Board. The Chair of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

Section 5. Vice-Chair. In the absence of the Chair of the Board or in the event of the Chair's disability, inability or refusal to act, the Vice-Chair of the Board shall perform all of the duties of the Chair and in so acting, shall have all of the powers of the Chair. The Vice-Chair shall have such other powers and perform such other duties as may be prescribed from time to time by the Board or by the Chair.

Section 6. Secretary. The Secretary shall keep or cause to be kept a book of minutes at the principal office or at such other place as the Board may order of all meetings of the Board

with the time and place of holding, whether regular or special and if special, how authorized, the notice thereof given, the name or names of those present at the Board meetings and the proceedings thereof. The Secretary shall give or cause to be given notice of all the meetings of the Board required by these Bylaws or by law to be given and perform such other duties as may be prescribed by the Board from time to time. The Secretary of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

Section 7. Treasurer. The Treasurer shall have oversight responsibility and shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the School, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any Board member. The Treasurer shall be charged with safeguarding the assets of School and he or she shall sign financial documents on behalf of the School in accordance with the established policies of the School. He or she shall have such other powers and perform such other duties as may be prescribed by the Board from time to time.

Section 8. Vacancies. A vacancy in any office, held by an officer, because of death, resignation, removal, disqualification, or otherwise, may be filled by the Board by majority vote for the unexpired portion of the term.

ARTICLE V STAFF

The Board shall appoint one employee to function as the administrator of the School (the "Administrator"). Such person may be delegated the authority to act in the absence of a specified policy provided that such action is consistent with the purpose and objectives of the Board and the School. Such person shall administer the School in accordance with Board direction and generally accepted educational practice.

ARTICLE VI CONTRACTS, LOANS, AND DEPOSITS

Section 1. Contracts. The Board may authorize any officer or officers, agent or agents to enter into any contract or execute and deliver any instrument in the name of and on behalf of the School, and such authority may be general or confined to specific instances.

Section 2. Loans. No loans shall be contracted for or on behalf of the School and no evidence of indebtedness shall be issued in the name of the School unless authorized by a resolution of the Board. Such authority shall be confined to specific instances. No loan shall be made to any officer or Board member of the School.

Section 3. Checks, Drafts, and Notes. All checks, drafts, or other orders for payment of money, notes, or other evidence of indebtedness issued in the name of the School shall be signed by such officer or officers, or agents of the School and in such manner as shall be

determined by the Board. The Chair and Administrator are authorized and required to sign all checks over the amount of \$25,000.

Section 4. Deposits. All funds of the School not otherwise employed shall be deposited to the credit of the School in such banks, trust companies, or other custodians located in the State of Hawaii as the Board may select.

Section 5. Gifts. The Board may accept on behalf of the School any contribution, gift, bequest or devise for the general purposes or any special purpose of the School.

Section 6. Fiscal Year. The fiscal year of the School shall begin on July 1 and end on June 30.

ARTICLE VIII INDEMNIFICATION

The Board of Directors may authorize the School to pay or cause to be paid by insurance or otherwise, any judgment or fine rendered or levied against a present or former Board member, officer, employee, or agent of the School in an action brought against such person to impose a liability or penalty for an act or omission alleged to have been committed by such person while a Board member, officer, employee, or agent of the School, provided that the Board shall determine in good faith that such person acted in good faith and without willful misconduct or gross negligence for a purpose which he reasonably believed to be in the best interest of the School. Payments authorized hereunder include amounts paid and expenses incurred in satisfaction of any liability or penalty or in settling any action or threatened action.

ARTICLE IX AMENDMENTS

These Bylaws may be amended, altered, or repealed and new Bylaws may be adopted by the Board of Directors by an affirmative vote of two-thirds (2/3) of all the Directors then in office at any meeting of the Board, provided that the full text of the proposed amendment, alteration, or repeal shall have been delivered to each Director at least six (6) days prior to the meeting.

ARTICLE XI PURPOSE OF THE BYLAWS

These Bylaws are adopted for the sole purpose of facilitating the discharge, in an orderly manner, of the purposes of the School. These Bylaws shall never be construed in any such way as to impair the efficient operation of the School.

CERTIFICATION

I hereby certify that I am the duly elected and acting Secretary of the School, and that the foregoing Bylaws constitute the Bylaws of the School, as duly adopted by unanimous vote of the Board of Directors.

DATED this ____ day of _____, 20__.

_____, Secretary.

Statement of Assurances

Please print this form, and initial each item in the box provided. The form must be SIGNED by an authorized representative of the Applicant Governing Board.

The Applicant Governing Board agrees to comply with all of the following provisions, specifically, if approved the governing board and school:

- will operate in compliance with all applicable state and federal laws, including, but not limited to, HRS Chapter 302D;
- will operate as a public, nonsectarian, non-religious public school with control of instruction vested in the governing board of the school under the general supervision of the Commission and in compliance with the Charter Contract and HRS Chapter 302D;
- will operate in accordance with and comply with all of the requirements of Master Collective Bargaining Agreements, pursuant to HRS Chapter 89, and negotiate any supplemental agreements necessary;
- will, for the life of the Charter Contract, participate in all data reporting and evaluation activities as requested by the U.S. Department of Education and the Hawaii Department of Education, including participation in any federal or state funded charter school evaluations or studies, final grant report documentation, and financial statements;
- will provide special education services for students as provided in Title 49, Chapter 10, and Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and Part B of the Individuals with Disabilities Education Act;
- will ensure that a student's records and, if applicable, a student's individualized education program, as defined in Section 602(11) of the Individuals with Disabilities Act, will follow the student, in accordance with applicable law (P.L. 107-110, section 5208);
- will comply with all provisions of Elementary and Secondary Education Act, including, but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act, and assessments [P.L. 107-110];
- will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services, including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;
- will adhere to all provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
- will ensure equitable program participation, as required under Section 427 of the General Education Provision Act;
- will follow any federal and state court orders in place in the local school district;
- will comply with federal and state applicable health and safety standards;

- will permit the Commission to audit, review, and inspect the operator's activities, books, documents, papers, and other records;
- will comply with all federal and state audit requirements and ensure that arrangements have been made to finance those mandatory audits;
- will employ individuals to teach who hold a license to teach in a public school in Hawaii or meet the minimum requirements for licensure as defined by the State Board of Education;
- will operate on a July 1 to June 30 fiscal year and will adopt and operate under an annual budget for such fiscal year;
- will maintain its accounts and records in accordance with generally accepted accounting principles;
- will prepare and publish an annual financial report that encompasses all funds and includes the audited financial statements of the charter school; and
- will read, understand, and agree to comply with all parts of the Charter Contract, including, but not limited to, the performance standards and requirements established by the Charter Contract and attached performance framework.

Certification

Name of Proposed School: Kamalani Academy

Name of Authorized Representative: S. Ke'ieps Lauatia

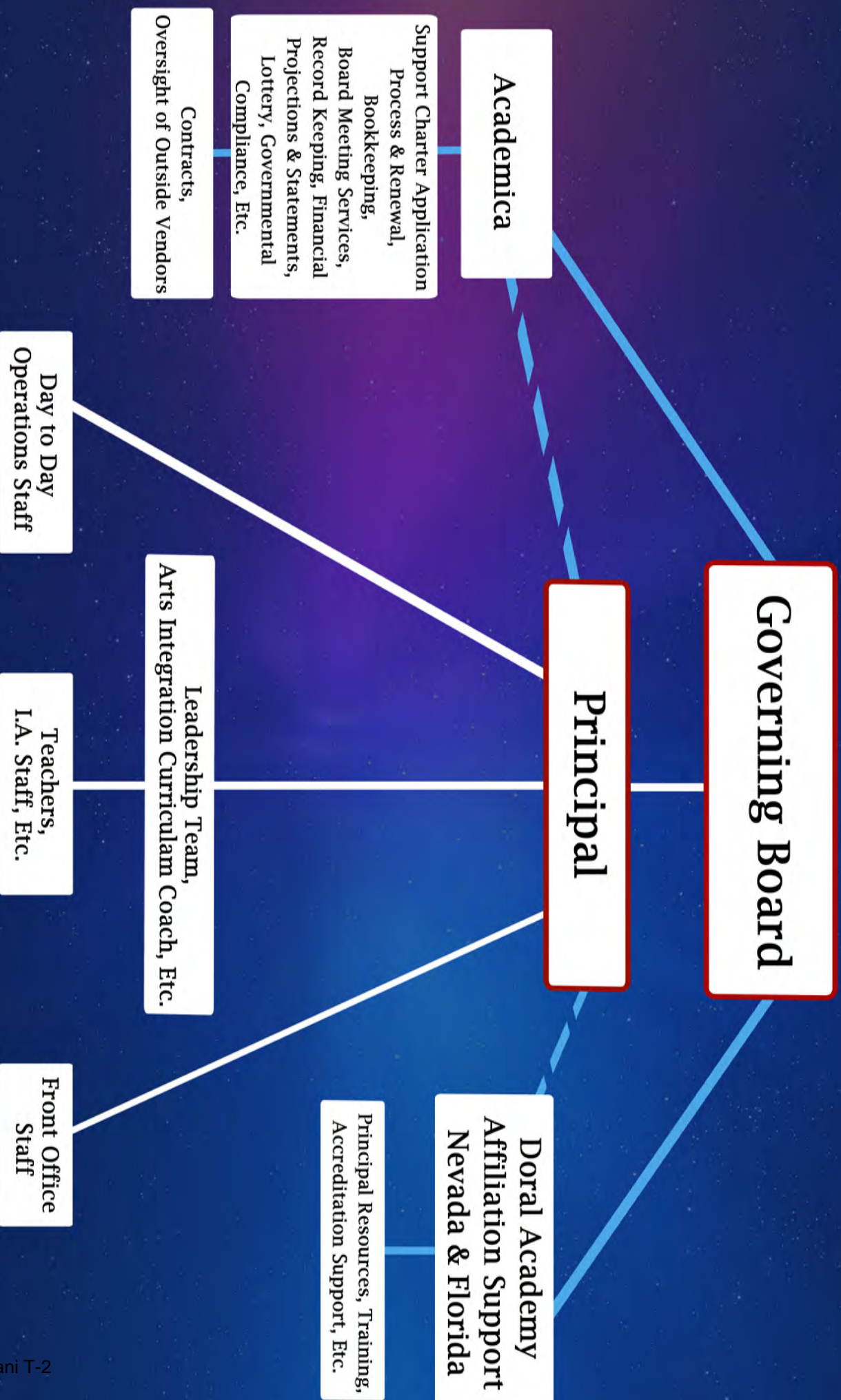
I, the undersigned, do hereby agree to the assurances contained above.

S. Ke'ieps Lauatia 1/16/2014

Signature of Authorized Representative Date

Attachment T

Kamalani Academy Organizational Chart



Attachment U



About

I am an award-winning multiple-media journalist. I have been a web designer and producer since 1994, including eight years of daily online newspaper design and production and four years of education technology, digital media support. I am a graphic designer and print production specialist dating to 1976. I am a photographer, videographer, and video editor. I write and edit for multiple media. I have extensive experience in photo-typesetting systems, Macintosh pre-press production, Macintosh Applications and servers.

I am knowledgeable in design and production for the Internet and high-end print. I have extensive experience managing creative teams. My tools for print and Web include: Quark XPress, InDesign, Photoshop, FreeHand, Dreamweaver, FileMaker, FTP, mail server and mailing list software, MS Office, iMovie, GarageBand, and Final Cut Pro. I have experience with AfterEffects and the Avid Video Composer. I manage Apple file and Web servers, Apple system software and networking. I am familiar with Apache, PHP, MySQL, PERL and other Internet applications. I concurrently manage dozens of websites for myriad organizations, statewide.

Experience

Office of Information Management & Technology, Project Management Office

— June 2015 to present

Technical Analyst; IT Project Manager

The Technical Analyst works with project teams and internal business clients and is responsible for implementing analytical and systematic approaches to ensure systems are implemented successfully. Works with a technical team to solve functional issues, writes and reviews technical design documents, and makes recommendations on functional design documents, training manuals and other necessary documentation. Keeps up with technology advancements, drives and promotes continuous innovation and improvement using technology. Reviews and makes recommendations on technical scope definition and management, project schedule development and tracking, risk management, project communication, stakeholder management, mitigation plan implementation, project financial monitoring and reporting and deliverable achievement.

Department of Hawaiian Home Lands

— May 2011 to May 2015

*Community Development, Journalist, Webmaster
Acting Public Information Officer*

Information and Community Relations Office. Responsible for designing, producing and updating website. I also produce printed materials, newsletters, advertising, provide photography, video, audio and event production services. I designed and produced their 2012 annual report. Acting PIO 2013.

ZZ-Type – Since 1988

*Web designer, graphic artist, photographer, videographer,
Macintosh consultant*

My production and consulting company. I have worked freelance for graphic design firms, book

publishers, public relations firms and advertising agencies as well as a private client base. Some of the more notable projects I have been involved with include: *Matra/Group One* Honolulu mass transit proposal team. Typographic production for “*Discovery, The Hawaiian Odyssey*,” a coffee table book on canoe voyaging. Liberty House November 1992 *Home Sale* color catalog. Mauna Lani Resort’s 20-page *View* magazine for Starr Seigle. ∞ I also host multiple web sites for clients on my own web servers and Internet feed (since 2003).

Office of Hawaiian Affairs

— Oct. 2007–Feb. 2010

*Acting Public Information Officer (2009)
Webmaster, Media Production Specialist*

I managed the OHA Public Information Office and a staff of 7 from Aug. through Nov. 2009. In addition to running all aspects of www.oha.org, I was a journalist and staff photographer for OHA’s *Ka Wai Ola* newspaper. I managed all display and classified advertising for *KWO* and worked in various capacities on OHA’s radio, television and PR productions.

University of Hawai’i at Manoa

— Spring 2009 semester

Instructor, Online Journalism

Assisted Profs. Ann Auman and Kevin Kawamoto in teaching the online journalism component to their J402 and J302 classes.

Honolulu Star-Bulletin

— Oct. 24, 2005–Oct. 2007

Webmaster, starbulletin.com

I was invited to return to my former management position at the Honolulu Star-Bulletin.

Kamehameha Schools

— Oct. 22, 2001–Oct. 19, 2005

Education Webmaster

As IT staff, I implemented web servers and services dedicated to education users for this private K-12 school. My responsibilities centered around system administration and account management for faculty and administration, programming, analysis, consulting and operations support. ∞ I mentored middle and high school students via the Kamehameha CyberWarriors club. ∞ I also provided education technology, photography and video support to staff, as requested.

University of Hawaii Outreach College, Pacific New Media

— Spring 1997–Dec. 2009

Instructor, Create Your First Web Page

I teach a four-hour adult education class several times a year on how to make and post your first web page. Class evaluation ratings are almost unanimously excellent.

Honolulu Star-Bulletin

— Mar. 4, 1996–Oct. 19, 2001

Webmaster, starbulletin.com

I joined this daily newspaper and rolled out a daily online newspaper two weeks later. It has been online since. I produced thousands of complete online editions. I also occasionally wrote and edited newspaper articles and headlines, took photographs and shot video to accompany newspaper articles. Managed all aspects of the web site and team.

Milici Valenti Ng Pack Advertising

— Sep. 1995–Mar. 1996

Multimedia production manager; system support

Produced multimedia slide shows, web sites, did occasional print production and consulting and managed the Macintosh network, including installing ethernet networking, router, file server and staff email.

Starr Seigle McCombs Advertising

— Jan. 1992–Sep. 1995

Manager of production art; system manager

I converted an existing production crew from traditional graphic production to electronic production including page layout, logo illustration, scanned halftones and color separations, inside of one year. I set up the Macintosh software, networking, electronic mail, document storage, backup and retrieval systems. ∞ I supervised the production crew in day-to-day operations and oversaw the production of all ads and collateral pieces for the production managers and art directors. I also did some video production on the in-house Avid system. ∞ I was a principal in the startup of their Internet division, *Starrtech.com*. I designed and produced Web sites and servers for agency clients during this period including *princeville.com*, Hawaii’s second commercial Web site.

Honolulu Weekly

— Jul. – Dec. 1991

Freelance graphic artist, Macintosh consultant

I consulted this startup weekly tabloid newspaper on full electronic production; specified and installed the equipment and produced every weekly 12–16-page edition (single-handedly) for the first six months of its operation. This was the first all-digital, direct-to-negative newspaper in Hawaii. We took the paper from bare walls to regular publication in two weeks, flat.

Sellers Advertising, Inc. – 1990

Production manager; system manager

Oversaw art directors and production crew in print matters. Produced printing estimates, tracked jobs and coordinated complex print projects from concept through completion. Did press checks to insure quality. Managed the Macintosh network.

Castle Medical Center Print Shop

— 1988–1989

Consulted, installed and implemented a Macintosh production system for this major medical center. Produced hospital forms and hospital collateral materials for the print shop and for the Public Relations department.

Honblue — 1986–1988

Set up Honblue’s first typesetting department. Consulted, selected, installed and ran their original Compugraphic Integrator 9600 typesetting system. Set up pricing structures and operating procedures. Company now called Electric Pencil.

Fergerstrom & Co. – 1981–1986

Owened this graphic design, typesetting and production company. Provided typesetting, vertical camera, platemaker and photo-lithographic darkroom services.



Education

- Aiea High School, 1971, Hon. Mention
- US Navy Electronics 1972-73
- US Navy Submarine Sonar 1973
- Western Governors University, BS/CIS, May 2006
- Project Management Institute (PMI) Training, 2014-2015; expected PMP certification 2016

Community Engagement

- Hawaiian Civic Club of Honolulu *Scholarship Committee, Webmaster (past)*
- Kalihi-Palama Hawaiian Civic Club *Webmaster*
- Royal Order of Kamehameha I *Ali'i 6th Degree, Chapter 1, Kūāubau (Secretary), Webmaster, Photographer, Historian*
- Leeward Kenpo Karate (Kajukenbo) *Third Degree Self-Defense Black Belt Instructor*
- 'Ahahui Haku Mo'olelo, (Hawaiian Journalists Association) *Founding member, 2014*

Supervisory Contacts & References

Department of Hawaiian Home Lands
Crystal Kua, former Director, Information and Community Relations Office

Department of Hawaiian Home Lands
Darrell T. Young, former DHHL Deputy Director and former Director, Information and Community Relations Office;

Department of Hawaiian Home Lands
Punialoba Cbee, former Director, Information and Community Relations Office

Honolulu Star-Bulletin
David Sapiro, former Managing Editor

Kamehameha Schools

Darrell Hamamura, former Manager, Developer Group

Starr Seigle McCombs Advertising

Mary Fastenau, President, StarrTech.com

Additional References

University of Hawaii Outreach College, Pacific New Media

Susan Horowitz

Honolulu Board of Water Supply

Arthur Aiu, Community Outreach, Community Relations Department

Accomplishments and Awards

First color hot rod magazine in Hawai'i

Hawaiian Hot Rod

1980 - Publisher, Editor, Writer, Photographer, Producer, Sales and Distribution

First 4-color concert poster printed in Hawai'i

Liza, Live in Hawaii

1983 - Liza Minelli, for John F. Leonard Productions

First all-digital periodical publication in Hawai'i

Honolulu Weekly

1990 - Production manager, production artist at launch of this weekly newspaper, all editions were all-digital, straight to film from V 1, No. 1

First all-digital advertising agency in Hawai'i

Starr Seigle McCombs Advertising

1991 - Manager of production art, converted an entire creative team of art directors and production artists from traditional print production (typesetting/paste-up) to all-digital in under a year

First Hawai'i full-service advertising agency web site

Starrtech.com

1994 - Starr Seigle McCombs Advertising
Principal at startup of Starr-Seigle's Starrtech.com site, built web server, built site, updated and maintained

First QuickTime VR 360° Photo Panorama in Hawai'i

Milici.com

1996 - Milici Valenti Ng Pack Advertising
First QuickTime VR panorama shot in Hawai'i using Apple's then-new virtual reality technology

Second Hawai'i commercial web site

Princeville.com

1995 - Starr Seigle McCombs Advertising / Starrtech.com
Trailed first commercial site, Outrigger.com, by 1 week, built web server, built site, updated and maintained

First daily online newspaper in Hawai'i

Starbulletin.com

1996 - Honolulu Star-Bulletin

Launched site and produced every daily edition, solo, for 2-1/2 years, ranked 19th in the world in 1998

1996 Kilohana Award

Honolulu Star-Bulletin

starbulletin.com

1998 Eppy Award

Editor and Publisher Magazine

Best Overall U.S. Newspaper Online Service

Under 100,000 Circulation Finalist

starbulletin.com

2000 Best of the West Award

Arizona State University Cronkite School of Journalism

Online Enterprise Reporting

First Place, *Hana Road* story, photo,

video and Quicktime VR package,

Honolulu Star-Bulletin

2000 Pa'i Award

Hawai'i Publishers Association

First Place, Publication Web Site

Honolulu Star-Bulletin

2009 Spirit of Community Award

Aloha United Way

Finalist, Public Sector Campaign of the Year

Finalist, Coordinator of the Year

Office of Hawaiian Affairs 2008 AUW Campaign

Board Member Information

To be completed individually by each proposed school governing board member.

All forms must be signed by hand.

Serving on a public charter school governing board is a position of public trust and fiduciary responsibility. As a governing board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its Charter Contract.

As part of the application for a new charter school, the Commission requests that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage governing board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background

1. Name of charter school on whose governing board you intend to serve: Kamalani Academy
2. Contact information:
Name: Blaine Fergerstrom
[REDACTED]
[REDACTED]
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
 Resume and professional bio are attached to this form.
 Resume and professional bio are attached elsewhere in the application: _____
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
 Does not apply to me Yes
5. Why do you wish to serve on the governing board of the proposed charter school? It has always been an honor contributing to the future of our children. I have taken great pride in mentoring students at many points in my career. This is an opportunity to make an even wider contribution to the future of our children.
6. What is your understanding of the appropriate role of a public charter school governing board member? Board members set policy for the school and or district, building a foundation to ensure success of the school, the district, and the students.
7. Describe any previous experience you have that is relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. In the past I have served several years as a board member of the Hawai'i Youth Symphony Association. I also served on the board of the Kamehameha Schools Orchestra from 2009 to 2013, and continue to advise board members. From 2005 to 2012 I served on the board of The Slippah Foundation, a 501(c)(3) nonprofit which provides footwear and toiletries to homeless and underprivileged

children. I served for 10 years on the Scholarship Committee of the Hawaiian Civic Club of Honolulu, helping to administer their annual program which provides scholarships for Native Hawaiian students. Since 2008, I have served as secretary on the board of the Royal Order of Kamehameha I, Hawai'i Chapter 1, a fraternal organization founded in 1865 by King Kamehameha V, and its 501(c)(3), Pohai o Kamehameha.

8. Describe the specific knowledge and experience that you would bring to the governing board. I bring nearly 40 years of experience in publishing, advertising, print media and 20 years of online media. In addition, I have served for years on various boards and panels, including 10 years on the Scholarship Committee of the Hawaiian Civic Club of Honolulu.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs? The vision of Kamalani Academy is to develop life-long learners with leadership skills acquired from the arts integration approach to learning. Kamalani Academy is committed to engaging all learners by educating the whole person: mind, body, and heart. We believe high standards of achievement, in a culturally responsive school environment, can be realized through active learning by using an arts integrated approach, nurturing a strong sense of belonging to our school 'ohana and to our 'āina, our land that nurtures us.

The No Child Left Behind (NCLB) Act, identifies the arts as core academic subjects. Americans for the Arts (2005) revealed that the American people overwhelmingly believe that arts are vital to a well-rounded education. Yet, despite federal and state policies aimed at promoting the arts and despite the general public's opinion on arts, arts education is disappearing from our schools (Holcomb, 2007). The educational philosophy of Kamalani Academy focuses on bringing back the arts to the classroom through cross curricular integration.

2. What is your understanding of the school's proposed academic plan? Kamalani's arts integrated approach supports all learners of all levels; it "evens the playing field." Students, who struggle in traditional educational approaches that heavily rely on linear, paper and pencil methods of learning, thrive in arts integration. Active learning, using non-linguistic modalities challenges all students to think metaphorically and process ideas socially. The social and kinesthetic processing gives all students access into the learning. The most important tools that are required are the student's body, voice, and imagination/mind. The skills they develop to process all content areas are collaboration and concentration.
3. What do you believe to be the characteristics of a successful school? I would look for students who enjoy school, enjoy learning and exploring, and students who explore the endless possibilities presented by any challenge.
4. How will you know that the school is succeeding or is not succeeding in its mission? I would personally look for high attendance and attentiveness rates, high levels of student curiosity and thinking, high levels of student problem solving and approaching problem solving with an eager sense of the possibilities being presented.

Governance

1. Describe the role that the governing board will play in the school's operation. Any board should set direction and policy and leave the implementation of that policy to the school administration. It is not the purpose of a board to micromanage any organization; rather it is to build a foundation for the administration to implement and follow on the path to successful outcomes.

2. How will you know if the school is successful at the end of the first year of operation? I would look for continuously improving rather than declining school enrollment, high rates of attendance and high levels of creative output from excited, engaged learners.
3. How will you know at the end of five years if the school is successful? If the first campus is successful in the first two years, I would expect a second campus to be either in operation or in late planning stages, as the Kamalani Academy works to expand and duplicate its success in other communities, thereby serving an even wider range of students.
4. What specific steps do you think the governing board will need to take to ensure that the school is successful? The governing board will need to communicate its directives and desires effectively to a collaborative and innovative school administration, then let those professionals do their part to craft success.
5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school? I would not hesitate to call attention to the situation to the board, and to call for resolution of the conflicting situation. If I received unsatisfactory response from the board to the situation, I would not hesitate to seek higher authority.

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I/we do not know these individuals Yes I am a friend and Hawaiian Civic Club associate of Advisory Board member Dr. VerlieAnn Malina Wright; Advisory Board member Alapaki Nahale-a is the former Director of the State Dept. of Hawaiian Home Lands (my current employer) and a friend; I am a former Project Management Professional student and friend of Kamalani Academy Chair Ku'uipo Laumatia.
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I/we do not know any such employees Yes My wife, Jean Fergerstrom, works as a budget analyst for the Early Childhood Education division of Kamehameha Schools in Honolulu.
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I/we do not know any such persons Yes My involvement with the Kamalani Academy is strictly volunteer and I have no expectation of compensation or consideration in any form for my service.
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I/we do not anticipate conducting any such business Yes My involvement with the Kamalani Academy is strictly volunteer and I have no expectation of compensation or consideration in any form for my service.

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I/we do not know any such persons Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I/we have no such interest Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A I/we or my family do not anticipate conducting any such business Yes

8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family Yes

9. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.
 None Yes

Certification

I, Blaine Cook Fergerstrom, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect.



Signature

January 11, 2016
Date

JARRETT P. MACANAS

LEGAL EXPERIENCE

Attorney at Law, Jarrett P. Macanas, AAL, LLLC, Honolulu, Hawaii (October 2010-Present)

- Manage private law practice specializing in trusts & estates, probate, and elder law
- Supervise staff in the preparation of estate planning and probate documents
- Service over 150 clients in matters pertaining to estate planning

Lecturer, University of Hawaii's Kapiolani Community College, Honolulu, Hawaii (July 2011-Present)

- Teach Law 151 "Estate Planning & Probate", a college-level course on Hawaii estate planning
- Instruct students in KCC's business, legal and technology department's accredited paralegal program

Managing Attorney, Okura & Associates, Honolulu, Hawaii (March 2009-October 2010)

- Manage a Hawaii law firm's Honolulu office specializing in trusts & estates and Medicaid
- Held responsible for all new consultations, client relations and file management, and final work product
- Supervise paralegals, legal assistants and staff in estate planning and administrative work

Associate Attorney, Long Okura, P.C., Salt Lake City, Utah (June 2008-February 2009)

- Manage entire law firm's estate planning and probate department
- Perform all aspects of litigation caseload: manage initial consultations, draft pleadings, conduct discovery, prepare motions, make court appearances, handle mediation and settlement negotiations

Associate Attorney/Law Clerk, Jackman Arredondo, LLP, Orem, Utah (September 2005-June 2008)

- Draft estate planning documents, probate pleadings, business documents, and mortgage documents
- Assist clients in the maintenance of small business entities

EDUCATION

Masters of Law in Taxation (LLM), Boston University (Expected 2014-15)

Juris Doctor (JD), University of Utah S. J. Quinney College of Law (2007)

- Articles and Notes Editor, *Extra Muros International Law Journal*
- Eccles Foundation Academic Scholarship

Bachelor of Science (BS), Brigham Young University, Provo, Utah (2004)

- Sociology (3.7 GPA) & Academic Merit Scholarship
- Spirit of BYU Award; Multicultural Student Leadership and Service Award

OTHER

State Bar Admissions: Hawaii and Utah

Affiliations/Memberships: HSBA's Tax Section, Estate Planning & Probate Section, and Elder Law Section

Presentations: "Alternatives to Achieving Medicaid Eligibility" HSBA Elder Law Section

Board Member Information

To be completed individually by each Applicant Governing Board member.
All forms must be signed by hand.

Serving on a public charter school governing board is a position of public trust and fiduciary responsibility. As a governing board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its Charter Contract.

As part of the application for a new charter school, the Commission requests that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage governing board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background

1. Name of charter school on whose governing board you intend to serve:
KAMALANI ACADEMY
2. Contact information:
Name: JARRETT MACANAS
[REDACTED]
[REDACTED]
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
 Resume and professional bio are attached to this form.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
 Does not apply to me Yes
5. Why do you wish to serve on the governing board of the proposed charter school?
As a native Hawaiian, local practicing attorney and a father of three small children, I can truly appreciate and understand the need for equal access to a quality education. I feel that with my background in law, education, and Hawaiian cultural studies, that my experience and expertise will serve the proposed charter school well.
6. What is your understanding of the appropriate role of a public charter school governing board member?
A board member serves in a fiduciary capacity, owing obligations to both the charter school and the community. A productive board member will support the charter school in fulfilling its main functions while serving and reaching out to the community in an ambassador role. Another role is as a consultant, offering specific skills, expertise and resources for the overall benefit of the board, school and community.
7. Describe any previous experience you have that is relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain why you

have the capability to be an effective board member.

I have experience as a board member for a Hawaii non-profit organization called Women in Need. I have assisted this organization with marketing, fundraising, and many other services needed.

8. Describe the specific knowledge and experience that you would bring to the governing board.
I will provide expertise and training received in:
 - 1) Law (I am bar licensed in two states – Utah and Hawaii)
 - 2) Education (I received an undergraduate degree from BYU, a law degree from University of Utah, and I am currently enrolled as a student in the Master’s in Taxation/graduate tax program at Boston University)
 - 3) Teaching (I’m an adjunct professor at Kapiolani Community College)
 - 4) Business/Entrepreneurship (I am self-made, first generation business owner in Hawaii, running my own law firm since 2010)
 - 5) Community Involvement (I attended schools in the mainland and public schools in Hawaii; scouting, and youth sports)

School Mission and Plan

1. What is your understanding of the school’s mission and guiding beliefs?
I understand the school’s mission is to fuse quality education with Hawaiian cultural conservation. The mission is to create life-long learners by providing children with a safe learning environment where each child’s strengths, gifts and talents can be discovered and enriched. The mission is to achieve secular knowledge and skills while pursuing culturally-based artistic creativity.
2. What is your understanding of the school’s proposed academic plan?
 - Blending arts with academics
 - Expanding the student body from K-6 to K-8 in 3 years
 - Complying with core standards for language arts and math
 - Positive behavioral support to nurture social and emotional growth
3. What do you believe to be the characteristics of a successful school?
 - Clear mission and shared focus
 - High standards and student expectations
 - Leadership
 - Collaboration and communication
 - Curriculum, instruction, and assessments in standards
 - Quality management
 - Professional development
 - High levels of parent and community involvement
 - Supportive learning environments
4. How will you know that the school is succeeding or is not succeeding in its mission?
Kamalani Academy will be successful in fulfilling its mission if students:
 - Are prepared for high school and college
 - Show signs of leadership
 - Display effective communication

- Embrace cultural arts
- Are problem solvers and critical thinkers

Governance

1. Describe the role that the governing board will play in the school's operation.
 - Determine the school's mission and purpose
 - Oversee the school's administrator and their job description and performance
 - Ensure effective organizational planning
 - Provide adequate resources so the school can achieve its mission, adhere to its charter and have the highest level of financial, organizational and academic performances
2. How will you know if the school is successful at the end of the first year of operation?
The school has met or exceeded its first year metrics as outlined in the application and has met its goals for performance, attendance, enrollment numbers, professional development and student retention.
3. How will you know at the end of five years if the school is successful?
The school has met or exceeded its metrics as outlined in the application and has met its goals for performance, attendance, enrollment numbers, professional development, and student retention.
4. What specific steps do you think the governing board will need to take to ensure that the school is successful?
First, the governing board must confirm each board member is absolutely committed to the school and its mission. Only committed members who are consistent and dedicated should be chosen to serve on the board. Second, the board should promote active communication so everyone understands the school's mission. Last, the mission statement needs to be consistently shared to the board, staff, and parents to ensure that everyone is working toward the mission of the school.
5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?
I would speak to that board member first to verify my beliefs and then I would speak to the director or board chairman to have the concerns heard before the board. If the board refused to take disciplinary action, then I would resign as a board member.

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I/we do not know these individuals Yes
 I know the following people: MARK KOHLER AND KUUIPO LAUMATIA. I met Mark Kohler as a tax planning colleague. I know Kuuipo Laumatia as she has invited me to be a part of Kamalani Academy.
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I/we do not know any such employees Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I/we do not know any such persons Yes

4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I/we do not anticipate conducting any such business Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I/we do not know any such persons Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A I/we have no such interest Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A I/we or my family do not anticipate conducting any such business Yes

8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family Yes

9. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.
 None Yes

Certification

I, JARRETT MACANAS, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect.



 Signature

2/1/16

 Date

S. Ku'uipo Laumatia, PMP, CSM, MBA

Key Leadership Qualities:

- Highly motivated, creative problem solver, thrives on implementing business change
- Able to make difficult portfolio/program/project decisions in stressful situations
- Successful project implementer through IT Governance process, gates, and owners
- Personable, persuasive communicator
- Professional and flexible presenter and facilitator
- Excellent at building interpersonal relationships at all levels and multicultural settings
- Expert at developing/expanding stakeholder/team relationships
- Experienced resource manager: hiring, training, motivating, mentoring, coaching, managing, and evaluating functional resources, project-loaned resources, contractors
- Able to remain level-headed and focused on the vision amidst changing work priorities
- Builder of high-performance teams, individual development plans and career pathing
- Adaptable, energetic, enthusiastic and positive

Profile Highlights:

- Owner, president, and lead visionary of Mana'olana International, LLC.
 - Over 25 years of extensive experience in business consulting; portfolio, program, and project management consulting; customized project management office (PMO) development and building PMO centers of excellence; hiring, training, mentoring and developing PMO staff (project interns/coordinators, project managers, senior project managers, senior program managers, portfolio managers and resource managers); setting up business process management centers of excellence; hiring, training, mentoring business analysts, and simplifying business process reengineering tools and techniques for the business.
- Vice President and Board Chair of The Mana'olana Foundation, INC, the non-profit Native Hawaiian Organization (NHO) majority owner of Mana'olana International.
- The architect of Mana'olana International's and The Mana'olana Foundation's aggressive business development model, with the ultimate responsibility for the success of both companies.
- Current and prior leadership roles include top position in large business environments including those as Owner, President, Board of Director, Founder and Trustee.
- A certified Project Management Professional (PMP) with the Project Management Institute (PMI) 2000-2012, a certified Scrum Master, and an MBA graduate.

- Results-oriented leader highly experienced in business process analysis, Business Process Management, portfolio, program, and project management training/consulting and customized project management curriculum development. Extensive background in development and delivery of professional training courses, graduate and undergraduate academic programs, and executive workshops in portfolio, program, and project management.
- Established, consulted, trained, and mentored several local PMO's both enterprise and IT PMO's: Hawaiian Electric – IT PMO, Engineering PMO, Enterprise PMO, Kamehameha Schools PMO, Hawaiian Airlines PMO, First Insurance Company PMO, Department of Education IT PMO, Business Solutions Technologies PMO, Bank of Hawaii IT PMO, City & County of Honolulu IT PMO, Diagnostic Laboratory Services PMO, First Hawaiian Bank IT PMO, HawaiiUSA Federal Credit Union Enterprise PMO, State of Hawaii IT PMO.
- Training Curriculum Development: Project Management Fundamentals, Advanced Project Management Competencies, Project Management Professional Exam Preparation, Logical Framework Approach, Work Breakdown Structure Basics, Exceeding Stakeholder Expectations, High-Performance Teams, Resources, Roles & Responsibilities, Professional Communication, Time Management, Coaching & Mentoring Leaders, Facilitation Basics, Effective Meeting Management, Effective E-Mail Management, Implementing Organizational Change, Effective Leadership Styles, and Risk Management Basics.
- Experienced Business Leader (20+ years) in the following industries: utility, education, training, telecommunications, information technology, pharmaceuticals, finance, health, insurance, military branches, federal, state and city and county governments.
- Technology Implementer: Broadband over Powerline (BPL), Voice over IP (VoIP), e-business, software platforms, infrastructure/network systems, wireless attachments, software & web development, help desk operations, network engineering, business needs requirements, client & customer servicing operations

Education/Certification:

M.B.A. – Concentration in Human Resources Management – Hawaii Pacific University, December 1994, (*With Distinction – Magna Cum Laude*)

B.S. – Information Systems Computer Science – Brigham Young University – Hawaii, June 1992, (*With Honors – Cum Laude*)

Project Management Professional (PMP) – *International certification for professional project managers by the Project Management Institute (PMI) – (4,500+ hours of project experience)*, March 2000

Certified Scrum Master (CSM) – Certification for Agile methodology by Scrum Alliance, January 2010.

Experience:

Board Chair, Kamalani Academy, September 2014 to present

- Board Chair of a proposed arts integration Public Charter School in Hawaii serving all children of Hawaii K-12.

Technical Analyst, IT Governance, Enterprise Technology Services, State of Hawaii, June 2015 - present

- Project Management consultant, project management, portfolio management, program management, and IT governance process developer, team builder, trainer, mentor, and implementer. See ITG.Hawaii.gov for process build, resources, tools, templates, training videos

Senior Project Manager, Oceanit, December 2014 to May 2015

- Senior project manager working on a consulting contract for State of Hawaii to re-build the PMO organization into an enterprise Program Management Center of Excellence. Build PM process, portfolio, governance process, roles and responsibilities, templates, interviewed, hired, trained, mentored new team of project managers for the State of Hawaii.

President, Mana'olana International, LLC, April 2011 – Present

- Federal Government Contracting, Management Consulting, Project/Program/Portfolio Management Services specializing in Construction Management, Engineering Services, Information Technology, Facilitation, Management & Consulting Services.

Vice President and Board Chair, The Mana'olana Foundation, Native Hawaiian Organization (NHO), May 2011 – Present

- The Mana'olana Foundation is a federally recognized non-profit Native Hawaiian Organization (NHO) controlled by Native Hawaiians and primarily serving the Native Hawaiian community. Founded on the core principles of faith, hope, and charity, the organization strives to inspire a sense of self-reliance to all local people and Hawaiians through a set of educational programs designed to enable individuals and families to reach their goals and achieve their dreams.

Vice President and Manager, Project Management Office – Bank of Hawaii, March 2009 – April 2014

- Manager of Project Management Office (PMO) in Information Management Services Group reporting to Senior Vice President and CIO. Establishing project and portfolio management processes within IT and across the enterprise. Responsible for mentoring & training program and project managers responsible for all technology-related programs and projects. Responsible for department and project budgets, strategic planning, company-wide portfolio prioritization, alignment of projects and programs to corporate strategies, establishing PMO guidelines, methodology, policies/procedures. Responsible for business process management program.

Business Owner – Project Professionals, LLC, Active from December 2000 – December 2015

- Business Process Re-engineering (Process Improvement), Portfolio Management, Program Management, and Project Management - Trainer and Consultant for over 50 companies resulting

in 1000+ individuals being trained in project management fundamentals, and 200+ PMPs trained and certified in PMI's project management methodology. Established 14+ PMO's.

- Develops training and consulting programs and curriculum, defines course objectives, outlines participant expectations, trains and certifies attendees, consults business owners and sponsors.

Adjunct Professor – Hawaii Pacific University, Active from August 2000 – December 2011

- Professor for the College of Finance and Business teaching graduate courses in project management to students earning degrees in business, information systems, organizational change, and human resources management. Mentored individuals from 57 different countries who provided project management services to local businesses and non-profit organizations, secured internships and employment for over 50 students. Helped 30+ students become PMP certified.

Director, Project Management Office – Hawaiian Electric Company, December 2001 – October 2004

- Established Project Management Office (PMO) in Information Technology & Services Department reporting to CIO. Mentored & trained 10 program and project managers responsible for all technology-related programs and projects (Broadband over Powerline (BPL) e-business, financial budgeting, phone system, network/infrastructure, software development, business applications, enterprise resource planning systems, and facilities attachments (joint use) program. Responsible for multi-million dollar budget, strategic planning, company-wide portfolio prioritization, alignment of projects and programs to corporate strategies, established PMO guidelines, methodology, policies/procedures. Reported to Chief Information Officer.

Telecommunications Business Manager - Hawaiian Electric Company February 2000–
December 2001

- Responsible for all telecommunications programs, projects, and department project managers. Established company joint use program for 5 islands. Organized and led a cross-functional project team consisting of transmission/distribution engineering, land and rights-of-way, legal, finance, permitting/zoning, construction and maintenance, telecom engineering, metering, customer installations, government relations, community relations, marketing, regulatory, purchasing, information technology, customer services, system operations, and human resources. Reported to Telecommunications Director.
- Developed relationships and negotiated contracts with external stakeholders including 8 wireless carriers and communication companies, 4 BPL vendors, Honolulu City & County Permitting Department, State of Hawaii Division of Land and Natural Resources, community neighborhood boards, condo and building associations, Internet Service Providers and telephone carriers.

Project Manager, Training Director – NuSkin/Pharmanex, August 1998 – January 2000

- Project Manager for all technical projects in pharmaceutical headquarters in San Francisco. Implemented new network, phone system, multimedia displays, for all headquarter offices.
- IT Training Director responsible for developing and implementing all training programs for all IT employees. Developed PMP certification training program with University of Phoenix for IT.

Academic Dean – Provo College; Education Director – Stevens Henager College, 12/94 to 7/98
Program/Project Manager – Dept. of Education, Windward District, 8/92 to 11/94

Network Training Director, Special Projects – Brigham Young University-Hawaii, 5/89 to 6/92
Division II Projects Supervisor – SoftCopy Inc., 1/87 to 4/89

Professional Organizations:

- Board Chair – Kamalani Academy – proposed Charter School (K-12) on Oahu, Hawaii specializing in Arts Integration, Leadership, Culture, and Financial Literacy 2014-present
- Board Member - Corporate Relations, and member International Institute of Business Analysis (IIBA) 2010-present
- Board Member - Membership and Fund Development, and member Society of Human Resources Management (SHRM) 2008-2012
- Member, Project Management Institute (PMI) Honolulu Chapter 2000-present
- President, Project Management Institute (PMI) Honolulu Chapter 2004-2005
- PMI President-Elect (2003-2004), Education Director (2001-2003), Programs Committee (2000-2001)
- Trustee – PMI Northern Utah Chapter 1998-2000

Community Service:

- Music Chairman, LDS Church – responsible for planning and execution of all music programs, training of all music directors, organists and pianists 2015 to present
- Organist/Pianist 2003 to present
- Employment Specialist – responsible for assisting members with finding employment, school, and training opportunities 2015 to present
- Ward Missionary/Gospel Principles Teacher – responsible for seeking those interested in the gospel and instructing those who are new or unfamiliar with gospel principles 2015 to present
- President of a Children’s Organization, LDS Church – 18 months to 11 years old, responsible for leading, teaching, nurturing, staffing teachers, training and mentoring teachers, and cub scout leaders 2x a week 2013-2015
- Seminary Instructor, LDS Church – teenagers 14-17 years old, responsible for teaching youth the scriptures and motivating them to learn every morning prior to school 5 days a week 2010-2013
- President of a Women’s Organization, LDS Church – 18 years to 87 years old, responsible for visiting, caring for, teaching, leading, and ensuring the well-being of every woman 2007-2010
- Girls Camp Director, LDS Church – girls 12-17 years old, responsible for teaching, leading, coaching, and mentoring girls to lead others and themselves, teach girls camp requirements, fulfill assignments and roles, successfully organize and execute annual week long camps 2007-2009

Professional and Personal References:

Leila Kagawa (former PMO Program Officer for the State of Hawaii, IT PMO)
Workforce Development Manager
State of Hawaii, Enterprise Technology Services

[Redacted]

Jennifer Pedro (former project management and PMO client)
Vice President and PMO Manager
Diagnostic Laboratory Services

[Redacted]

Carolyn Yoshihara, PMP, MBA (current partner)
Partner/Project Management Consultant & Trainer
Project Professionals, LLC

[Redacted]

Gwen Kojima (current business process reengineering client)
Manager
Oceanic Time Warner Cable

[Redacted]

Tiana Koga, MBA, CPP (project management client)
Outreach Programs Director
Hawaii Community College

[Redacted]

Robert Nievera, PMP, MBA (former employee)
Project Manager
First Hawaiian Bank

[Redacted]

Brad Kellaway, PMP, MSIS, MBA (former graduate student and friend)
President
Kayway Global Solutions

[Redacted]

[Redacted]

Board Member Information


To be completed individually by each Applicant Governing Board member.
All forms must be signed by hand.

Serving on a public charter school governing board is a position of public trust and fiduciary responsibility. As a governing board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its Charter Contract.

As part of the application for a new charter school, the Commission requests that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage governing board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background

1. Name of charter school on whose governing board you intend to serve: Kamalani Academy
2. Contact information:
Name: S. Ku'uipo Laumatia

3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
 Resume and professional bio are attached to this form.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
 Does not apply to me Yes
5. Why do you wish to serve on the governing board of the proposed charter school?
I wish to serve on the Kamalani Academy Board to serve the keiki of Hawai'i and their 'ohana in providing an enriching, inspiring and motivational environment that our keiki can create, innovate, communicate, collaborate, and thrive in.
6. What is your understanding of the appropriate role of a public charter school governing board member?
My role as a public charter school governing board member is to ensure that the public funds entrusted to the charter school are utilized in the most efficient and effective manner to service our keiki, parents, teachers, administrators, support staff, and community to accomplish our academic plan goals and life learning objectives, as well as meet all state and federal compliance and regulatory statutes including all union and DOE requirements.

7. Describe any previous experience you have that is relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I served on the PMI Northern Utah Chapter Board of Trustees 1996-2000, The PMI Honolulu Chapter as Education Director, Programs Committee Director, Professional Development Director, President Elect and President from 2000-2005, The Society of Human Resources Management Board as Membership Director, Executive Membership Director and Fund Development Director from 2008-2012, The International Institute of Business Analysis Board as Corporate Relations Director from 2010-2013, and the Murray Whanau Trustees Board from 2013 – 2016.

8. Describe the specific knowledge and experience that you would bring to the governing board.
I bring my business ownership and entrepreneurial knowledge, governance expertise, project management experience, academic perspective and life experience as a mother of 10 to the governing board.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?

The mission of Kamalani Academy is: "Each of our students is born with great abilities. We use the arts to release those talents. The arts enhance the learning of core academic subjects and also provides students with vital skills such as creativity, communication, leadership and collaboration." Kamalani Academy, through arts integration, will actively engage and challenge students in a meaningful curriculum which will increase literacy skills and overall academic achievement. The positive learning environment embraces cultural diversity and nurture's the child's self-esteem and love of learning. Kamalani Academy strives to actively involve educators, families, and the community in our learning process.

All of this helps to execute our vision which is to provide "A space where children become leaders, prepared for a Twenty First Century we cannot even imagine." Only the children of Hawai'i will know what the future holds and what it will bring because they are the ones who are creating the future for all of us, day by day.

Our guiding beliefs include the core values the DOE has mandated for every public school based on the Na Hopena A'o statements of HA: BREATH of life. These values include B – belonging, R – responsibility, E – excellence, A – aloha, and T – total well- being, and H – a strengthened sense of place – Hawai'i. These values are the basic foundation of Kamalani Academy, which together with our mission and vision, will guide our pathway and our beliefs.

2. What is your understanding of the school's proposed academic plan?
Our proposed academic plan is based on an innovative arts integration curriculum that will increase a child's ability to achieve success by actively engaging them and challenging them to innovate and create meaningful, lasting, learning experiences for themselves and others. This leads to increased literacy skills, sound leadership experience, a collaborative and synergistic attitude resulting in increased self-esteem, and a life-long love of learning and application that will forever increase the child's quality of life.
3. What do you believe to be the characteristics of a successful school?
Our school will be successful when we are able to do what we said we would do, when the school is governed with thoughtfulness, consideration, and aloha, when children, parents, teachers, and the community are working together to make a difference in the lives of our children, and when the mana or "spirit" of the school is ever present and felt in the hearts of those who are part of the Kamalani 'ohana.
4. How will you know that the school is succeeding or is not succeeding in its mission?
We will know we are succeeding when we have happy children, parents, teachers,

administrators and community members. We will know we are succeeding when we have developed life-long learners with leadership skills, thoughtful communicators, critical and analytical thinkers, confident decision makers, resilient problem solvers, collaborative colleagues, and imaginative and creative solutionists who positively advocate for themselves and others.

We know we will have met our mission when our keiki develop the essential skills and understanding for college, career, and life readiness. We will have succeeded in our kuleana when are children are operating as thriving, contributing members of our local and global communities.

Governance

1. Describe the role that the governing board will play in the school's operation.
The governing board has an academic, operational, and fiduciary responsibility in making sound decisions that will positively impact our children, parents, teachers, staff, administrators and community. As a well governed and successfully operated school, we will continue to fulfill our mission and vision.
2. How will you know if the school is successful at the end of the first year of operation?
If we have met all academic, operational, and fiduciary goals at the end of the first year, that is one indicator of success. If we have provided an enriching learning experience for our keiki, attained our student enrollment goals, and have satisfied our key stakeholders – children, parents, teachers, staff, administrators, community – that is another indicator of first year success. Finally, if we have a stable financial balance sheet and income statement, and have met all state, federal and commission compliance and reporting requirements that will be our third indicator of first year operational success.
3. How will you know at the end of five years if the school is successful?
If we are thriving operationally and have more children whose parents want them to attend Kamalani than we have room for, that will be our indicator if the school is successful at the end of year 5.
4. What specific steps do you think the governing board will need to take to ensure that the school is successful?
The governing board needs to communicate clearly with all key stakeholders, take the right information into account when making decisions, be aware of and listen to the children, parents, teachers, staff, and administrators of Kamalani. The governing board needs to use their wisdom and judgment to ensure the school is always moving forward in fulfilling its mission and vision and that the children, parents, teachers, staff, and administrators are happy, productive, and supported.
5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?
I would speak to that board member directly to ensure that the assumption of unethical actions were in fact true before bringing it to the entire board to discuss and decision what would be in the best interest of Kamalani Academy.

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I/we do not know these individuals Yes

Lei Cummings, Pat Macy, Steve Davidson, and Blaine Fergerstrom are all former colleagues or acquaintances of mine.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I/we do not know any such employees Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I/we do not know any such persons Yes
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I/we do not anticipate conducting any such business Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I/we do not know any such persons Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I/we have no such interest Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A I/we or my family do not anticipate conducting any such business Yes
8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family Yes
9. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.
 None Yes

Certification

I, S. Keiipo Laematai, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect.

S. Keiipo Laematai
Signature

January 20, 2016
Date

C. LEI CUMMINGS, MBA

Executive Profile

An accomplished professional with excellent organizational, information technology and people skills. Successful in fundraising millions for charitable and nonprofit entities. Experienced in event and program planning, working with groups, large budgets and marketing. Over twenty years of experience in information technology project implementation and computer support including: fiber optic cabling, telephony (VOIP), network and email installation and support, Data Center construction, Call Center operations, Computer desktop rollout and support. Recognized in 2004 as one of the Top Technology Leaders in Hawaii by Lt Governor Duke Aiono. Also a 2002 nominee for Hawaii's iTEC 'Pono' Award, recognizing innovative solutions in Information Technology in Higher Education. In 1996, awarded the exceptional service award at BYU-Hawaii.

Career

President, The Mana'olana Foundation 2011-Present

- Native Hawaiian Organization to benefit Hawaiian families in their educational pursuits. Owner of Mana'olana International Inc.

Board of Director, Mana'olana International, Inc. 2011-Present

- Co-founder of company that provides services to the Federal government for contract work in the area of managerial services, project management, construction, IT and engineering.

Associate Director of Major Gifts, LDS Philanthropies Hawaii 2007-Present

- Recruited to work closely with Presidents, administrators and supporters of BYU-Hawaii, PCC and the LDS church on major fundraising priorities.
- Responsible for developing and maintaining good relationships with patrons and supporters.
- Facilitate donations to all Church charities including all educational institutions and Humanitarian Aid.
- Successful in generating millions of dollars annually toward the fundraising goals for BYU-Hawaii, Polynesian Cultural Center and the LDS church.

Highlights of Achievements

Director of Marketing & Executive Programs, BYU-Hawaii CITO (Center for Instructional Technology & Outreach) 2004 - 2006

- Recruited to assist new division with marketing efforts and new professional programs in Asia and the Pacific.
- Help to develop new marketing materials for distribution to Asia and the Pacific.
- Developed several new programs to generate revenue including new executive programs, Six Sigma training, Aloha Summer and sports camps
- Create and maintain relationships with vendors and the community.
- Assist with technology solutions for distance education in Asia & the Pacific.

Director for Information Technology Services, BYU-Hawaii 1999 - 2004

- Selected as one of the 2004 "Top High Tech Leader" in Hawaii.

- Invited to speak at the 2004 Technology Conference hosted by Oceanic Cable. Presented “Wireless Waikiki” proposal for HPU MBA class.
- Managed of over 20 full-time and 30 student employees with responsibility over network, servers, desktop, call center operations, training and project management support for BYU-Hawaii campus.
- Planning and implementation of an extensive re-design of network cabling on campus. Project costs were close to \$500k and lasted over three years resulting in new fiber optic cabling and better management of cable using wire closets. Network reliability improved by 100%.
- Implemented a new VOIP technology system on campus.
- Planning and management of new desktop support and imaging system to provide quicker turnaround time for new computer setups and trouble tickets. Support time cut in half.
- Responsible for annually million dollar budget to manage IT operations and projects. Created a system for billing of services to keep vital operations running. Designed onsite support contracts offering technicians to departments for custom support.
- Planning and implementation of a new \$250k Storage Area Network System designed to provide file space to students, faculty and staff for their data in a protected and redundant environment.
- Planning and oversight of the construction of a new Data Center for critical IT production equipment. New building houses a generator and provides backup for power, air conditioning and protection against fire hazards. New facility has dramatically increased network uptime by 100%.
- Planning and implementation of a new enterprise management system providing 24 x 7 monitoring of all critical IT and non-IT equipment on campus.
- Planning and implemented the deployment of a new ticketing system that ties in directly to enterprise management creating event logs automatically for engineers to respond to and update. Productivity increased by 50%.

Career Progression

<i>Information Systems Adjunct Faculty, BYU-Hawaii</i>	<i>1993 - 1999</i>
<ul style="list-style-type: none"> • Taught core Computer Competencies Class educating students on the use of Operating Systems, Word Processing, Spreadsheet and Database applications. • Taught Systems Analysis to college seniors. Created projects for students to assist with on campus and invited professionals in the industry to speak. • Taught Microcomputer Information Systems to college students educating them on management strategies, IT operations and support. 	
<i>Microcomputer Support Manager, BYU-Hawaii</i>	<i>1994-1999</i>
<ul style="list-style-type: none"> • Organized and designed the BYU-Hawaii Tech Fair showcasing technology for campus users and the community bringing in vendors from the mainland and Hawaii. This event became a highlight for students, faculty, staff and other educational institutions in the community for 8-years. • Organized an annual IT Boot Camp which provided a week-long training program for IT staff focusing on a different area of support each day. This program was in existence for 10-years. • Organized and designed the BYU-Hawaii IT Job Fair to help in finding jobs for college students both locally and in the mainland. Established 	

relationships and internships with vendors and assisted many students with the transition from college to work. This program was in existence for 7-years. Several students were offered jobs with big corporations like Microsoft, Apple, Oracle and Novell to name a few.

- Increased employee retention rate by 90% focusing on training, team building and recognition programs. Earned a reputation as one of the most sought after departments for student jobs on campus.
- Established and designed policies and procedures for a newly established Computer Support Department. Created a mission statement, vision and objectives for the department while organizing a new employee orientation-training program.
- Implemented single vendor support program for all desktop, server and network equipment acquisitions. This total cost of ownership (TCO) model resulted in lower acquisition costs, improved vendor support and reduced cycle times for hardware maintenance.
- Designed and implemented a customer service help desk system using an online web system developed in-house. This system was successfully used for close to 8-years providing a valuable way for technicians and customers to keep track of their requests.
- Began and organized the IT training at BYU-Hawaii offering formal workshops for faculty, staff and students in standard applications used on campus.

Programmer/Analyst, Polynesian Cultural Center *1986-1994*

- Recruited to work in the center's first MIS department after graduation.
- Deployed the first microcomputers and provided support, and training.
- Established the first budgeting system for the Cultural Center. Created sophisticated macros to automate the budget process for employees.
- Setup and managed the first mainframe system used by the center for payroll, reservations, accounting and asset management. Project took over a year to complete.
- Implemented the first time clock system.
- Started a computer-training column for the center's monthly newsletter.
- Created special high-profile board presentations for the President and PCC management team.

Education and Training *Master of Business Administration, Information Technology, 2005*
HAWAII PACIFIC UNIVERSITY

Bachelor of Science, Computer Information Systems, 1986
BRIGHAM YOUNG UNIVERSITY - HAWAII CAMPUS

Continuing Professional Development:

- *Fundraising School*, LDS Philanthropies, 2007
- *Big Ten Fundraisers Institute (BTFRI)*, 2008
- *Six Sigma*, Tony LaTurner, Pacific Rim Consulting, 2005
- *Project Management*, Ernie Nelson Consulting, BYU Provo 2002
- *Call Manager 3.3 (VOIP)*, Cisco 2002
- *Four Roles of Leadership*, Steven Covey 2001
- *A+ Certification*, CompTIA, 2001
- *Call Center Management*, Help Desk Institute, 1996

- *Novell Netware Administration*, BYU-Hawaii, 1993
- *Computer Maintenance & Repair*, Kapi'olani Community College, 1992

Affiliations

<i>Council for Advancement & Support of Education (CASE)</i>	2010-2012
<i>BYU-Hawaii Enactus, Business Advisory Board</i>	2009-Present
<i>Ko'olauloa Educational Alliance, Secretary/Board of Directors</i>	2002-2009
<i>The Kamauoha Foundation, Vice President/Board of Directors</i>	2006-2008
<i>Ko'olauloa Track & Field Club, President/Board of Directors</i>	1999-2009
<i>Educause, National Organization for High Ed Institutions in IT</i>	2000-2003
<i>iTEC Hawaii, Board of Directors</i>	2001-2002
<i>BYU - Hawaii Alumni, Executive Board of Directors</i>	1999-2003
<i>Project Management Institute (PMI)</i>	1998-1999

Community


- Helped to donate computers to local schools on behalf of BYU-Hawaii that helped to establish new computer labs for students.
- Provided free computer support and network services to local schools and businesses.
- Provided free computer-training for teachers and professionals.
- Created computer mini Boot Camps for elementary students.
- Board Member and IT Consultant for 'Kahuku.org', a retail store and e-commerce website for Kahuku High School. The City and Council of Honolulu recognized Kahuku.Org for its success in April 2003.
- Co-founder of the Ko'olauloa Track & Field Club to provide activities for community children and adults. Wrote grants and secured funding for track equipment and uniforms. Awarded scholarships to high school seniors to honor of club founder, John Cummings.
- President of the Primary Organization for the Laie 8th Ward, LDS church. Oversee 120 children and 30 teachers each week and provide gospel teaching.


References

Alfred Grace, President/Polynesian Cultural Center


Tim Critchlow, Former Director/LDS Philanthropies


Dr. Phillip McArthur, Dean/BYU-Hawaii


Napua Baker, Former Vice President, BYU-Hawaii


Shauna Ockey, President/Tanbridge Academy


Dr. Bret Ellis, Former Chief Information Officer, BYU-Hawaii & VP for Information Technology, Weber State University; Email: bret.r.ellis@gmail.com

Board Member Information



To be completed individually by each Applicant Governing Board member.
All forms must be signed by hand.

Serving on a public charter school governing board is a position of public trust and fiduciary responsibility. As a governing board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its Charter Contract.

As part of the application for a new charter school, the Commission requests that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage governing board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background

1. Name of charter school on whose governing board you intend to serve:
2. Contact information:
Name: *Lei Cummings*
Phone: 
E-mail: 
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
 Resume and professional bio are attached to this form.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
 Does not apply to me Yes *The Mana'olana Foundation, President*
5. Why do you wish to serve on the governing board of the proposed charter school? *To serve my community and help provide better educational opportunities for our keiki.*
6. What is your understanding of the appropriate role of a public charter school governing board member?
To help, advise and oversee school curriculum
7. Describe any previous experience you have that is relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. *I served last year as a board member of Kamalani Academy; Attended city council meetings*
8. Describe the specific knowledge and experience that you would bring to the governing board.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?
Kamalani will prepare self-directed individuals, to lead themselves and others, to live in a
 2. What is your understanding of the school's proposed academic plan?
performing arts, Hawaiiana traditions to become responsible, productive adults who passionately embrace and into an innovative future
- [School Name] *Kamalani Academy*
- Attachment U - Page 1

3. What do you believe to be the characteristics of a successful school? *Happy Teachers, students, parents; students learn and score well on nat'l tests.*
4. How will you know that the school is succeeding or is not succeeding in its mission? *(same as above - include performing Arts and Hawaiian studies)*

Governance

1. Describe the role that the governing board will play in the school's operation. *Very little - this should be handled by the principal and*
2. How will you know if the school is successful at the end of the first year of operation? *Academically*
3. How will you know at the end of five years if the school is successful? *By the feedback we receive from parents, teachers, students and by student scores.*
4. What specific steps do you think the governing board will need to take to ensure that the school is successful? *(same as above - growth)*
5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school? *Market school, get parent interest, surveys, focus groups, parent meetings, teacher meetings*

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I/we do not know these individuals Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I/we do not know any such employees Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I/we do not know any such persons Yes
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I/we do not anticipate conducting any such business Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I/we do not know any such persons Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I/we have no such interest Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

[School Name]

N/A I/we or my family do not anticipate conducting any such business Yes

8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family Yes

9. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.

None Yes

Certification

I, Lei Cummings, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect.

Lei Cummings

Signature

1/20/16

Date

Curriculum Vitae

MARK J. KOHLER, M.Pr.A., C.P.A., J.D.



EDUCATION

WILLAMETTE UNIVERSITY COLLEGE OF LAW, SALEM, OREGON
Juris Doctor, 2000

UNIVERSITY OF UTAH, SALT LAKE CITY, UTAH
DAVID ECCLES SCHOOL OF BUSINESS
Masters of Professional Accountancy - Taxation, 1997

UNIVERSITY OF UTAH, SALT LAKE CITY, UTAH
Bachelor of Sciences, Accounting, 1996

CREDENTIALS

LICENSED CERTIFIED PUBLIC ACCOUNTANT AND ATTORNEY

PARTNER – KYLER KOHLER OSTERMILLER & SORENSEN, LLP

PARTNER - KOHLER & EYRE CPAs, LLP

AUTHOR- “WHAT YOUR CPA ISN’T TELLING YOU- LIFE CHANGE TAX STRATEGIES”, 2011

AUTHOR- “LAWYERS ARE LIARS- THE TRUTH ABOUT PROTECTING OUR ASSETS”, 2007

HOST OF THE “MARK KOHLER SHOW”- BLOG TALK RADIO (5 YEARS AND RUNNING)

TAX AND LEGAL CONTRIBUTOR FOR ENTREPRENEUR.COM, UPS.COM AND MULTIPLE OTHER NEWS OUTLETS, INCLUDING HIS OWN BLOG AT WWW.MARKJKOHLER.COM.

ACCREDITED SPEAKER FOR UTAH DIVISION OF REAL ESTATE ON TAX AND LEGAL TOPICS

FAMILY & INTERESTS

MARRIED WITH FOUR CHILDREN

EAGLE SCOUT AND CURRENT SCOUT MASTER FOR TROOP 793, LADERA RANCH, CA

ENJOYS SURFING, GOLF, BIKING AND FLY FISHING

Board Member Information


To be completed individually by each Applicant Governing Board member.
All forms must be signed by hand.

Serving on a public charter school governing board is a position of public trust and fiduciary responsibility. As a governing board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its Charter Contract.

As part of the application for a new charter school, the Commission requests that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage governing board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background

1. Name of charter school on whose governing board you intend to serve:
Kamalani Academy
2. Contact information:
Name: Mark J Kohler

3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
 Resume and professional bio are attached to this form.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
 Does not apply to me Yes
5. Why do you wish to serve on the governing board of the proposed charter school?
To help children receive better education
6. What is your understanding of the appropriate role of a public charter school governing board member?
Assist in decision making and acting in compliance with the school's charter, including state and local laws.
7. Describe any previous experience you have that is relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have the professional credentials of a CPA, Lawyer, Master's degree, Law degree, I taught courses at Southern Utah University as an adjunct professor and I speak around the

country as a national expert on business issues.

8. Describe the specific knowledge and experience that you would bring to the governing board.
See item 7 above.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?
The primary mission of the school is to produce life-long learners and leaders through integration of the arts into the academic environment of the school.
2. What is your understanding of the school's proposed academic plan?
 - a. Blending the arts with the academics
 - b. Growing the student body
 - c. Compliance with the new Common Core Standards
 - d. Frequent assessment of progress
 - e. The philosophy of Positive Behavioral Support to nurture student growth
3. What do you believe to be the characteristics of a successful school?
 - a. Operating in compliance with the charter
 - b. Operating in a fiscally sound manner
 - c. Help kids have a positive experience and better education
4. How will you know that the school is succeeding or is not succeeding in its mission?
 - a. Regular testing of students
 - b. Feedback from parents
 - c. Feedback from instructors
 - d. Feedback from the community
 - e. Feedback from the staff
 - f. Feedback from the other board members

Governance

1. Describe the role that the governing board will play in the school's operation.
The governing board will be responsible for the financial, organizational and academic performance of the school and for adherence to the charter.
2. How will you know if the school is successful at the end of the first year of operation?
Kamalani Academy will be successful at the end of its first year of operation if it has met or exceeded the metrics outlined in the first phase of the application.
3. How will you know at the end of five years if the school is successful?
Kamalani will have met or exceeded its five year metrics in the areas outlined above.
4. What specific steps do you think the governing board will need to take to ensure that the school is successful?
 - a. Act with independence, due care, and with a fiduciary duty
 - b. Meet regularly and make careful decisions
 - c. Reviewing the operations of the company on a regular basis
 - d. Involvement in the community

e. Monitoring achievement of all goals and objectives

5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?
Complete a thorough investigation gathering all of the facts and then meet as a Board making transparent and unbiased decisions in the best interest of the school.

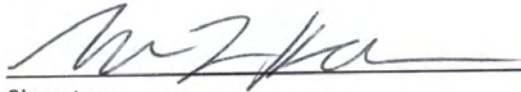
Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I/we do not know these individuals Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I/we do not know any such employees Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I/we do not know any such persons Yes
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I/we do not anticipate conducting any such business Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I/we do not know any such persons Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I/we have no such interest Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A I/we or my family do not anticipate conducting any such business Yes
8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family Yes
9. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.

None Yes

Certification

I, MARK J. KOHLER, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect.



Signature

1/28/14

Date

Rae Takemoto



Work Experience

- Turnaround Arts Hawai'i, 2015-present; Local Program Director

Teaching Experience

1986-present

- Pomaika'i Elementary School, 2007-present; Arts Integration Literacy Curriculum Coordinator/Coach/Vision Leadership
- Kula Elementary School, 1991-2007; taught 2nd, 3rd, and 4th grades, heterogeneously grouped self-contained classrooms
- Haiku Elementary School, 1987-1991; taught 2nd and 6th grades, heterogeneously grouped self-contained classrooms
- Mother Rice Preschool, 1985-1986; taught 3-5 year olds

Relevant Experiences at Pomaika'i School

- Coach and coordinator of teacher leadership groups
- Academic Review Team school lead
- Common Core, Teacher Induction, STEAM Lead
- EES Co-Lead
- Develop sustainable whole school arts integration model
- Coach all teaching staff in arts integration
- Coordinate all arts related and Common Core professional development
- Coordinate all arts residencies and related arts programs for students
- Support all arts related programs involving the school's neighborhood community
- Ongoing workshop presenter in drama and visual arts integration for Pomaika'i School and other professionally related organizations
- Program developer for STEAM (Science, Technology, Engineering, Arts, Math)
- Co-Coordinator and facilitator of Action Research projects
- Coordinator of professional learning communities
- Lead coordinator of new teacher mentoring
- Co-chair of PTSA's Reflections Program (arts program)
- Coach for Pomaika'i School's student public relations team (purpose is to teach students to educate community on the powerful learning in and through the arts)
- Anne Davies Summer Institute on Formative Assessment; 2008
- Multisensory Math and Thinking Maps trainer



- Grant writer for arts related programs
- Coordinator of school-wide program-Waihe'e Shoreline; service learning projects to restore the Waihe'e Wetlands and Shoreline, as well as advocate for our environment

Relevant Experiences at Kula School

- Co-Coordinator and teacher leader of Action Research projects, 2002-2005
- Facilitated Kula School's 3 Arts Excellence Awards
 - Wrote the applications and coordinated school-wide professional development projects and artist residencies-visual arts, literary arts, and digital arts (incorporating all art forms)
- Arts Lead teacher with the Maui Arts and Cultural Center 1999-2007
- Ebb and Flow Teacher Facilitator 2003-2005
 - Assisted musician/composer, Robert Pollock, as he developed the "Scaling Haleakala" music curriculum
- Technology workshop presenter for staff-2002
- Goals 2000 grant-Integrating the Arts professional development school representative
- Taught Multiple Intelligences workshops for teachers and community members 1999

Related Professional Experiences (Professional Development / Presentations)

- Kennedy Center Partners In Education: Department of Education partner w/ Maui Arts & Cultural Center (Hawaii '95 Team)-2009 till present
- Kennedy Center Annual Partners in Education Conferences
 1. Advisory Committee Member representing the West (AZ, CA, HI, NM, NV) 2011-2014
 2. Workshop Co-Presenter, "Design Thinking in Secondary Schools"; - Feb. 2015
 3. Workshop Co-presenter, "Bringing Research to life" - Feb. 2014
 4. Plenary Presenter: "Whole School Professional Development for Sustainability"- Feb. 2013
 5. Workshop Co-presenter at Kennedy Center Annual Meeting, "Classroom Teacher + Teaching Artist = Moving Beyond Mentorships"; Feb. 2009
 6. Workshop Co-presenter w/on action research. Demonstrated an arts integrated lesson to show how to collect data in the arts-Feb. 2004
- Maui Arts and Cultural Center:
 - Arts Education Advisory Board 2007-present
 - 1000+ hours of professional development
 - Speaker for various MACC donor functions regarding the importance of supporting arts education
 - Teacher Mentor for Arts Integration Research Project 2005-2007 at Kihei Elementary School
 - Workshop presenter
 1. Co-presenter for lead teachers: Storytelling/writing integration lesson
 2. Neighborhood Bridges (Storytelling/writing)
 3. China Alive (Multidisciplinary Instructional Unit w/strong emphasis on the arts)
 4. Multiple Intelligences (An Introduction to MI Theory)



- HI Dept. of Education; Presenter: Whole School Model Using Arts Integration - Dec. 2013
- Right Brain Initiative Summer Institute Workshop Presenter; Portland, Oregon; 2012
- The Hawaii Association for Independent Schools □ Schools of the Future Conference; Co-presenter: Pomaikai School Whole School Model; Presenter: Drama integration experience for 800+ conference attendees; Oct. 2010
- Education Leadership Institute (ELI) in Chicago, National Endowment of the Arts initiative; DOE representative on State Team; March 2009
- Hawaii Apple Learning Interchange, 2003-2005
 - Authored and implemented three arts integrated units of study (3 lessons in each) for the Apple Learning Interchange, an online professional development resource by Apple Computers
- United States Department of Education Research to Practice Summit in Washington DC, July 2004
 - Represented State of Hawaii at the annual summit of best practices in research development. Invited by Doug Herbert, Special Assistant on Teacher Quality and Arts Education to the Secretary of Education
- Partners in Education Arts Education Institute in Silver City, New Mexico; Workshop presenter: “Action Research in the Arts”; Aug. 2004
- Hawaii Governor’s Conference on Arts Education, Workshop presenter-“China Alive” (Interdisciplinary Arts Unit); 2003
- Harvard University-Project Zero Summer Institute, 1999
- International Peace Poem Organization
 - Authored poetry lessons for their website

Professional Affiliations and Awards

- Maui Arts and Cultural Center-Master Teacher of Arts Integration Mentor
- Maui Dance Council Board-Vice President, 2000-present
- Hawaii Writing Project Advisory Board, 2010
- Association for Supervision and Curriculum Development 2008-present
- Hawaii Association for Independent Schools Visiting Committee 2010-2011
- Hui No’eau Art Center-Program Advisory Board 2006-2007
- International Peace Poem Teacher of the Year 2006
- Hawaii Council of Teachers of Mathematics, 2005-2007
- Both Sides Now-Teacher Award 2005
- State of Hawaii Global Teacher of the Year 2003
- Maui Literacy Council
 - President Elect 2000-2002 / Vice President 1999-2000
- Recognized as a “Hawaii Top Teacher” by Star Bulletin Newspaper, 1997



Education

University of Hawai'i-Manoa; Bed / PD

Dec. 1985

- B.Ed and Professional Diploma (Masters in Ed equivalent) in Elementary Education

Board Member Information



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All forms must be signed by hand.

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As part of the application for a new charter school, the Commission requests that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

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Background

1. Name of charter school on whose governing board you intend to serve: Kamalani Academy School
2. Contact information:
Name: Rae Takemoto
Phone: 
E-mail: 
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
 Resume and professional bio are attached to this form.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
Yes: Currently serving as President of the Maui Dance Council Board.
5. Why do you wish to serve on the governing board of the proposed charter school? Hawaii's students need a variety of educational opportunities beyond the traditional school approach. I believe an arts integrated instructional approach facilitates deeper learning, provides multiple access points into curriculum, and cultivates a school culture of collaborative learning. I fully support Kamalani's mission to embrace the diversity of their learners, as well as help students find and develop their individual talents.
6. What is your understanding of the appropriate role of a public charter school governing board member? Governing board members utilize their expertise in an advisory role, with a responsibility for the financial, academic, and management performance of the school in a manner that is compliant with the school's state and local laws, as well as collective bargaining agreements.

7. Describe any previous experience you have that is relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. I've worked collaboratively on many educational committees at local, state, and national levels, often serving in a leadership capacity. I helped open an arts integrated school and have co-created a structure and system to sustain effective school systems and practices. My professional experiences have served me well in developing my communication and collaboration skills, taking a strength based teaming approach toward organizational change and leadership.

8. Describe the specific knowledge and experience that you would bring to the governing board.
 - a. 30 years of teaching experience
 - b. 20 years of professional experience in developing and implementing arts integrated curriculum through arts strategies
 - c. Coaching educators in arts integration
 - d. Developing school-wide immersion of vision and mission
 - e. Developing shared leadership practices
 - f. Planning and coordinating professional development in arts integration.
 - g. Planning and coaching for supporting classroom implementation of arts instructional strategies.
 - h. State and National network of arts educators' peer to peer support

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs? Kamalani believes that all students have talents, intelligences, and leadership potential that can be uncovered or discovered and fully developed through an arts integrated approach. Students thrive when they learn in a collaborative and creative educational environment and are connected to the place where they live.

2. What is your understanding of the school's proposed academic plan?
The academic plan includes:
 - Common Core Standards aligned English Language Arts and Math curriculum, taught through arts integrated strategies to build content understandings, process skills, communication and collaboration skills, cultural empathy, and a growth mindset.
 - Curriculum, instruction, and assessment are designed to develop learning habits, like resiliency, perseverance and risk-taking.
 - Educational content and approach includes learning about and nurturing a growing connection to the culture of living in Hawai'i.
 - Ongoing formative and summative assessments will inform the scaffolding of instruction for each child.
 - A positive behavioral system with guidance education will provide the social-emotional support for every child.

3. What do you believe to be the characteristics of a successful school? A successful school:
- Meets the educational goals of the whole child (academic, emotional, and social goals) through a systems approach, such that the structure and resources of the school are strategically leveraged to serve school's vision and mission.
 - Has visionary leadership who can operationalize, make tangible, the mission of the school
 - Develops 3-5 year plans and adjusts accordingly based on a variety of data, utilizing different metrics to assess the school's progress.
 - Utilizes ongoing professional development on curriculum, instruction, assessment, and collaborative shared leadership, with strategic supports for classroom implementation, with a 3 year implementation plan that cycles and builds.
 - Parent, families, community are woven into the fabric of the school's operations and value systems. Parents are present and actively engaged in school, as well as supporting school related efforts in the community.
 - Community partnerships are actively in place to support the innovative learning of the school.
 - Students, teachers, staff, and parents feel safe, nurtured, and valued in the school.
 - Exhibits a palpable sense of joyful learning in all school settings.
4. How will you know that the school is succeeding or is not succeeding in its mission? I will know Kamalani is succeeding when: Students demonstrate the understandings, skills and attitudes to be well prepared for high school, college, and life. They are leaders who contribute to their communities, who are global and growth minded. Students communicate and collaborate effectively, take and encourage risk taking, creatively solve problems, and care about each other, their communities, and the world they live in. This also holds true for the faculty. Evidence includes the above indicators of a successful school and shows:
- Academic growth
 - Academic Achievement
 - Quality students' portfolios and projects
 - Meaningful self selected students' service learning projects
 - Creative school environment with a collaborative school culture
 - Classroom teachers consistently integrating the arts, with a project based learning focus.
 - Low teachers and student transiency
 - School's Academic and Financial Plan has short term and long term goals, with clear measures. Plan demonstrates actions aligned with vision and mission.
 - Cohesive professional development plan
 - Low number of behavioral referrals to the office
 - High school attendance / low absenteeism
 - High satisfaction in attitudinal surveys of students, parents, and faculty.
 - Extra-curricular opportunities for students

Governance

1. Describe the role that the governing board will play in the school's operation. The board will act with independence to determine the organization and management of the school and its curriculum, including the financial, organizational, and academic performance of the school and adherence to its charter.
2. How will you know if the school is successful at the end of the first year of operation? Kamalani will be successful at the end of its first year of operation if it has met or exceeded the metrics outlined in the application in such areas as academic achievement, attendance, stakeholder satisfaction, enrollment numbers, fiscal soundness, board professional development, and teacher retention.

3. How will you know at the end of five years if the school is successful?
Kamalani will have met or exceeded its year five metrics in the areas outlined above.

4. What specific steps do you think the governing board will need to take to ensure that the school is successful? The governing board will need to meet regularly with a focus on monitoring achievement of all goals and objectives, review the fiscal operation of the school and adherence to the charter and all applicable laws. The board will need to involve students, faculty, parents, community whenever possible. Board members will do site visits with a lens for supporting the implementation of school goals, and by identifying markers of mission attainment.

5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school? I'd find out as much information as possible, including speaking with the member. I'd bring my concern to the governing board to seek solutions and different perspectives. If needed, I'd consult with the Charter School Commission.

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.

Yes

I know Ku'uipo Laumatia and the other board members through our work together in this application process. I've worked with Jamie Simpson Steele through my employment with Pomaika'i School, the first public arts integrated school in Hawai'i. I've hired Jamie for professional development for our teachers, developed plans for supporting school-wide strategies and teacher peer to peer support.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I/we do not know any such employees

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I/we do not know any such persons

4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I/we do not anticipate conducting any such business

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I/we do not know any such persons

6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I/we have no such interest

7. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
~~N/A~~ I/we or my family do not anticipate conducting any such business ~~Yes~~

8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family

9. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.
 None

Certification

I, Rae Takemoto, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect.

Signature

1-20-16

Date

PATRICK MACY



EDUCATION

Doctorate of Education	Northern Arizona University	Flagstaff, AZ
May 1996	Major: Educational Leadership	Minor: Education Administration
<i>Dissertation: The Development of High School Education Among Utah Navajo: Case Study at Monument Valley, Utah</i>		
Master of Education	Brigham Young University	Provo, UT
August 1983	Major: Education Administration	Minor: Community Education
<i>Thesis: Right Brain/Left Brain Theory and the Navajo Student.</i>		
<ul style="list-style-type: none">• Emphasis on Community Education• Certification programs for Superintendent and Principals		
Bachelor of Science	BYU-Hawaii	Laie, HI
1971-1978	Major: Physical Education	Minor: Education/Teaching
Honors: ASBYUH Vice-President 1976, 1977, 1978 BYUH Rugby Team 1975, 1976, 1977, 1978 Pan Pacific Rugby Team 1977, Hawaii All-Star Rugby Team 1977, 1978 South Pacific Tour Team 1978 Showcase Hawaii 1975		

CERTIFICATIONS

ALASKA:	Type A: PE Teacher; Type B-Superintendent/Principal K-12	Expired: Nov 2008
ARIZONA:	Superintendent and Principal, Standard Secondary PE	Expiration: May 2015
HAWAII:	HTSB Physical Education 7-12; Administrative Credentials	Expiration: May 2016
UTAH:	Level 3 Standard Administrative K-12, Secondary (6-12) PE	Expiration: Jun 2014

PROFESSIONAL AND COMMUNITY ORGANIZATIONS

Past Coach:	Laie Park Big Boys Football Club, Laie, Hawaii
Board Examiner:	National Council for Accreditation of Teacher Education (NCATE)
Member:	Association of International Educators (NAFSA)
Past Member:	Association for Supervision and Curriculum (ASCD)
Past Member:	National School Boards Association (NSBA)
Past Member:	Indian Education Committee, Navajo Nation
Past Member:	Arizona School Boards Association (ASBA)
Past Member:	Ko'olauloa Neighborhood Board #27, City and County of Honolulu (2000-2007)
Scout Committee	Eagle Scout Committee, Aloha Council, Boy Scouts of America

PATRICK MACY

EXPERIENCE

International Student Advisor, PDSO/RO	Laie, HI
Mar 2007- present	808-675-3558
PDSO and RO BYU-Hawaii International Students (approximately 1500). Duties include Exchange Visitor (J)Program Redesignation, DOS Annual Reports, ISS Assessments, SEVIS – Alerts, AT/OPT/CPT/Internships, DSO/ARO training, Reduced Course Loads, Transfers, Discontinuance, Student Investigations, Overhours Employment issues, Data Tracking, Presentations, R Visa issues, I-17 Redesignation, ISS Policies, 24/7 On Call.	
Hawaii Teacher Standards Board	Honolulu, HI
2005-2007	808-586-2619
Oversee the State Approval of Teacher Education (S.A.T.E.) programs in conjunction with NCATE standards for all Institutions of Higher Learning (IHE). Responsible for the Initial licensing for all teachers in the State of Hawaii.	
Hawaii Department of Education	Windward O’ahu
2000–2005	808-233-5700
<ul style="list-style-type: none">• Counselor at Laie Elementary School (2000-2001)• Vice-Principal at King Intermediate (Jul 2001-Feb 2003).• Acting Principal of Benjamin Parker Elementary School (Feb 2003-Jul 2003).• Acting Principal of Ka’awa Elementary School (Jul 2003-Sep 2003);• Vice-Principal of Kahuku Elementary School (Sep 2003-April 2005).	
Superintendent of Red Mesa Unified Schools	Teec Nos Pos, AZ
1998–2000	520-656-3511
<ul style="list-style-type: none">• Responsible for entire operation of Public Schools in the Red Mesa area (3 elementary, 1 intermediate, 1 high school). Directly responsible for curriculum, instruction, budget, personnel, negotiations, physical plant, community relations, transportation, recruitment/retention, federal programs, state programs, etc.). These public Schools are located within the Navajo Nation and as such I worked with 6 Chapters and the Navajo Nation Education Committee.• Developed a Ten Year Plan for major renovations and additions to the facilities of the district. These renovations included the construction of two new Elementary schools, a teacher-housing complex, an athletic complex, and renovation to existing buildings (infrastructure).• Reported directly to the Governing Board (Johnny Descheny, School Board President).	
Assistant Superintendent of Page Unified Schools	Page, AZ
1997–1998	800-238-2891
<ul style="list-style-type: none">• Areas of responsibility included: Curriculum and Instruction, Indian Education, Federal Programs, JOM, Personnel, Negotiations, Public Relations, and Evaluations.• Introduced and developed a Navajo Language Curriculum and facilitated the recognition of Navajo language as a second language (for college entrance) with the State of Arizona.• Worked directly with Arizona Teacher Certification as it pertained to licensure for new hires.• A member of accreditation committee for District accreditation team.	

PATRICK MACY

Elementary School Principal	Barrow, AK
1996-1997	907-852-5311
<ul style="list-style-type: none"> • Ipalook Elementary School (K-5) located in the North Slope Borough and part of the North Slope Borough School District. It is the largest Elementary school in Alaska. • Administered a regular English curriculum and an Inupiat Immersion curriculum in the largest elementary school in Alaska. Promoted the use of culture within our educational goals. • Ipalook is an Alaska Public school with strong community support, a 13 Million Dollar budget for approximately 850 students. 	
Assistant Professor-Education	Cedar City, UT
1994-1996	435-586-7800
<ul style="list-style-type: none"> • Taught Undergraduate and Graduate classes at <i>Southern Utah University</i>. Also Supervisor for various Student Teachers. • Worked under the direction of Dr. Kevin Robinson, Education Department Chair and Dr. Quentin Bowler, Dean-College of Education. • Advisor for Polynesian and American Indian Clubs. • <i>Nominated for Professor of the Year 1993</i> • <i>Runner-up for Professor of the Year 1994</i> 	
Project Director/HS Dean	Tuba City, AZ
1993-1994	520-283-6291
<ul style="list-style-type: none"> • Wrote and received funding for a JPTA School to Work Grant. The program was funded at 1.3 million for 3 years. Administered the grant and represented the District when audited by the State of Arizona. Program was reviewed and received commendations in 1994. • Monitored all High School discipline for Tuba City High School. • High School Varsity Volleyball Assistant Coach. • Reported directly to the Superintendent (Dr. Hector Tahu) 	
Principal: Monument Valley High School	Monument Valley, UT
1988-1993	435-727-3204
<ul style="list-style-type: none"> • Developed a curriculum that focused on school academies (schools within a school). These academies included technology, fine arts, tourism, vocational/agricultural sciences, and health sciences. These academies were all inter-related through a core curriculum of classes (Communication/Language, Culture/History, and Business/Math). • MVHS is an innovative Public High School on the Navajo Reservation. Enrollment of 300. Majority of students (98%) are Navajo. • President of Navajo Football League; Region XIII Board of Managers and a Part-time Instructor for Navajo Community College. • Reported directly to Superintendent Hal Jensen (retired). 	

PATRICK MACY

Principal: Chinle Jr. High School		Chinle, AZ
1986-1988		520-674-3481
<ul style="list-style-type: none"> • Developed a curriculum aligning Elementary standards with High School Graduation standards. Worked under the direction of Dr. Ray Aquilera, former Superintendent. • Chinle Jr. High is an Arizona Public school on the Navajo Reservation. Enrollment of 585. • Coached Football/Wrestling at High School. • Part-time Instructor for Navajo Community College. 		
College Counselor – Northern Arizona University		Flagstaff, AZ
1985-1986		520-523-3011
<ul style="list-style-type: none"> • Counseled students to resolve academic problems, personal problems; focused on retention, career planning and placement. • Worked specifically with International and Minority students • NAU Assistant Wrestling Coach (NCAA). • Men’s Dorm Director (Tinsley: 500 male residents). 		
Community School Director : Uintah School District		Vernal, UT
1984-1985		800-238-2891
<ul style="list-style-type: none"> • Responsible for all Community Education classes and curriculum, coordinated GED, USU, and After-school programs. Also taught Student Council during the normal school curriculum. • Coached Wrestling, also served as Indian Club Advisor. • Worked under the direction of Bill Caldwell, former Principal (Uintah HS). 		
Teacher: Whitehorse High School		Montezuma Creek, UT
1981-1984		435-651-3427
<ul style="list-style-type: none"> • Worked under the direction of Mitch Kalauli, former Principal • Taught: PE, Health, Math, Science, and Student Council. Coordinated the Community Education Programs of WHS. This included vocational classes, college classes, community interest classes, and cultural programs. • Coached Football, Volleyball, and Wrestling. Also served as Athletic Director. • <i>Teacher of the Year 1983</i> 		

REFERENCES

Dr. Manley Begay	Administration, University of Arizona	
Dr. Paul Buckingham	Retired Director, BYUH Counseling	
Cynthia Chun	Retired, DOE Principal	
Dr. Charles Goo	Retired, BYU Hawaii	
Sharon Mahoe	Retired, HTSB Administrator	
Dr. N. Kaluhiokalani	BYU Hawaii Professor	

Board Member Information

To be completed individually by each Applicant Governing Board member.

All forms must be signed by hand.

Serving on a public charter school governing board is a position of public trust and fiduciary responsibility. As a governing board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its Charter Contract.

As part of the application for a new charter school, the Commission requests that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage governing board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background

1. Name of charter school on whose governing board you intend to serve:

Kamalani Academy

2. Contact information: *Patrick Macy*, [REDACTED]
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
 Resume and professional bio are attached to this form.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
 Yes
5. Why do you wish to serve on the governing board of the proposed charter school?
Arts integrated curriculum is an avenue of teaching to which I support. Also, the integration of Culture greatly interests me. Kamalani academy will prepare children to be 21st century leaders and a valuable addition to the Hawaii public school environment.
6. What is your understanding of the appropriate role of a public charter school governing board member?
 - a. *Lending his/her expertise in governing the school*
 - b. *Being responsible for the financial, academic, and management performance of the school.*
 - c. *Acting in compliance with the school's charter, state and local laws, and applicable collective bargaining agreements.*
7. Describe any previous experience you have that is relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous

experience of this nature, explain why you have the capability to be an effective board member.

My experience comes from being a DOE teacher, coach, administrator, personnel officer, and University Professor. I have worked in the Pre-school to Graduate school settings. I also have experience from many educational backgrounds (including Hawaii) and cultural backgrounds.

8. Describe the specific knowledge and experience that you would bring to the governing board.

Experience in being a student, a teacher, an administrator. Living within a budget, planning curriculum, dealing with all kinds of personnel issues, integrating cultural components into lesson plans.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?

Kamalani believes that all students are born with innate abilities. It is the mission of the school to use the arts to release those abilities, skills, talents and to teach the core academic subjects using the arts. In addition, the arts will be used to foster such qualities as collaboration, communication, leadership, and creativity.

2. What is your understanding of the school's proposed academic plan?

The academic plan includes:

- a. Blending the arts with academic subjects to enhance student involvement, motivation, and persistence; to encourage creativity and risk-taking; and to stimulate both sides of the brain*
- b. Growing the student body from K-6 to K-8 over three years.*
- c. Compliance with Common Core Standards for the Language Arts and for Mathematics*
- d. Frequent assessment, modeled after the Doral Academy, to provide data to identify the need for adjustment of the academic plan as well as those students requiring additional support*
- e. The philosophy of Positive Behavioral Support to nurture the social and emotional growth of each student.*

3. What do you believe to be the characteristics of a successful school?

Operate within budget, within its charter, within all State and Local laws. Achieve academic goals. Instill moral and ethical values of our country. Instill pride and ownership of one's education. Teach and instill service to others. Develop life-long learners.

4. How will you know that the school is succeeding or is not succeeding in its mission?

When the characteristics of a successful school are documented and supported by data, we will know of its success. Forms of measurement include pre-post assessments, statewide assessments, national assessments, subject assessments, high school placements, college placements, performance participation, parent surveys, student surveys, and teacher surveys.

Governance

1. Describe the role that the governing board will play in the school's operation.
The Governing Board will be responsible for the financial, organizational, and academic performance of the school and for adherence to its charter. The board will act with independence to determine the organization and management of the school and its curriculum. It will be the employer of school employees and negotiate supplemental collective bargaining agreements. The board will ensure compliance with all applicable laws.
2. How will you know if the school is successful at the end of the first year of operation?
Kamalani will be successful at the end of its first year of operation if it has met or exceeded the metrics outlined in the application in such areas as academic achievement, attendance, stakeholder satisfaction, enrollment numbers, fiscal soundness, board professional development, and teacher retention.
3. How will you know at the end of five years if the school is successful?
Kamalani will have met or exceeded its year five metrics in the areas outlined above.
4. What specific steps do you think the governing board will need to take to ensure that the school is successful?
The board will
 - a. *Act with independence in determining the organization and management of the school*
 - b. *Meet regularly*
 - c. *Adhere to good meeting management practices*
 - d. *Rigorously review the fiscal operation of the school*
 - e. *Ensure adherence to the charter and all applicable laws*
 - f. *Hire a school leader with a successful track record and experience with arts integrated education*
 - g. *Involve students, parents, community, as appropriate*
 - h. *Monitor achievement of all goals and objectives*
5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?
After gathering all the pertinent data, I would speak with the board member in question. Based on that outcome, I may bring my concerns to the board chairperson. If I found that the board was not able to resolve the situation, I would take my concerns to the Charter School Commission.

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.

Yes

I have worked in Education for many years and in many capacities and have met some of the board through those experiences. I have also developed friendships with some of the Board and hope to develop stronger relationships with more of them.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I/we do not know any such employees (there are no school employees)

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I/we do not know any such persons

4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I/we do not anticipate conducting any such business

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Yes I have met several members of the Academica Nevada team.

6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
 I/we have no such interest

7. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 I/we or my family do not anticipate conducting any such business

8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family

9. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.
 None

Certification

I, Patrick Macy, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect.


Signature

01/19/2016
Date

Steven Davidson, Ed.D.

Experience

Project Manager/Consultant/Instructor	09/12-present
■ Mana`olana International, Honolulu, HI	
Client Facilitator	05/08-11/14
■ FranklinCovey, HawaiiUSA Federal Credit Union, Honolulu, HI	
Senior Investment Program Manager	07/06-08/11
■ HawaiiUSA Federal Credit Union, Honolulu, HI	
Executive Investment Consultant, Vice President	09/94-07/05
■ Bankoh Investment Services, Bank of Hawaii, Honolulu, HI	
Financial Advisor	09/91-09/94
■ American Express Financial Advisors, Honolulu, HI	
Registered Representative-Investment Sales	05/87-09/91
■ First Investors Corporation, Hingham, MA	
Chief Psychologist	05/82-05/87
■ Farrokh Khajavi-Noori, M.D., Stoneham, MA	

Education

Project Management Professional Designation	2007
Project Management Institute, Newtown Square, PA	
Certified Financial Planner Professional Designation	1995
College for Financial Planning, Denver, CO	
Ed.D.-Counseling Psychology	1978
Boston University, Boston, MA	
M.A.-Counseling Psychology	1970
New York University, New York, NY	
B.S.-Aeronautical Engineering	1968
Rensselaer Polytechnic Institute, Troy, NY	

Board Member Information

To be completed individually by each Applicant Governing Board member.
All forms must be signed by hand.

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As part of the application for a new charter school, the Commission requests that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage governing board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background

1. Name of charter school on whose governing board you intend to serve:

Kamalani Academy

2. Contact information:

Name: Steve Davidson



3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.

Resume and professional bio are attached to this form.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.

Does not apply to me Yes

5. Why do you wish to serve on the governing board of the proposed charter school?

I believe it is important to provide Hawaii's families with alternatives to traditional public schools and to high-priced private schools. I further believe that the Kamalani Vision of preparing children to be 21st century leaders will be a valuable addition to the Hawaii public school environment.

6. What is your understanding of the appropriate role of a public charter school governing board member?

a. Lending his/her expertise in governing the school

b. Being responsible for the financial, academic, and management performance of the school.

- c. Acting in compliance with the school's charter, state and local laws, and applicable collective bargaining agreements.
7. Describe any previous experience you have that is relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have a very diverse educational and professional background. I have been an engineer, a practicing counseling/family systems psychologist, a college instructor, a Certified Financial Planner, a financial institution department manager, a Project Management Professional, and a facilitator of personal effectiveness and productivity courses. I will be able to apply all of these experiences as a member of the Kamalani Board.

I have been the Vice President and Secretary of the 501(c)3 Hawaii Prostate Cancer Coalition for five years. I have, also, served as the President of the Hawaii Chapter of the International Association for Financial Planning and as a Board Member of the Hawaii Chapter of the Financial Planning Association.

8. Describe the specific knowledge and experience that you would bring to the governing board.

Through the experiences listed above, I bring:

- a. Listening skills
- b. Organizational skills
- c. An understanding of family systems and dynamics
- d. Meeting management skills
- e. An understanding of group dynamics
- f. Leadership skills
- g. Goal setting and execution skills
- h. Objectivity
- i. Financial management skills
- j. Writing and editing skills

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?

Kamalani believes that all students are born with great abilities. It is the mission of the school to use the arts to release those talents and to teach the core academic subjects. The arts will, also, be used to foster such qualities as collaboration, communication, leadership, and creativity.

2. What is your understanding of the school's proposed academic plan?

The academic plan includes:

- a. Blending the arts with academic subjects to enhance student involvement, motivation, and persistence; to encourage creativity and risk-taking; and to stimulate both sides of the brain
- b. Growing the student body from K-6 to K-8 over three years.
- c. Compliance with Common Core Standards for the Language Arts and for Mathematics
- d. Frequent assessment, modeled after the Doral Academy, to provide data to identify the need for adjustment of the academic plan as well as those students requiring additional support
- e. The philosophy of Positive Behavioral Support to nurture the social and emotional growth of each student.

3. What do you believe to be the characteristics of a successful school?

A successful charter school will

- a. Operate in compliance with its charter and all state and local laws and applicable collective bargaining agreements
- b. Operate in a fiscally sound manner
- c. Achieve its academic and other goals

4. How will you know that the school is succeeding or is not succeeding in its mission?

I

When succeeding at its mission, a successful Kamalani Academy will produce students who

- a. Are prepared for high school and college
- b. Are leaders
- c. Are skillful communicators
- d. Continue to embrace the arts
- e. Are problem solvers
- f. Are critical thinkers
- g. Are collaborators and
- h. Are ready to contribute to their communities and the world

Governance

1. Describe the role that the governing board will play in the school's operation.

The Governing Board will be responsible for the financial, organizational, and academic performance of the school and for adherence to its charter. The board will act with independence to determine the organization and management of the school and its curriculum. It will be the employer of school employees and negotiate supplemental collective bargaining agreements. The board will ensure compliance with all applicable laws.

2. How will you know if the school is successful at the end of the first year of operation?

Kamalani will be successful at the end of its first year of operation if it has met or exceeded the metrics outlined in the application in such areas as academic achievement, attendance, stakeholder satisfaction, enrollment numbers, fiscal soundness, board professional development, and teacher retention.

3. How will you know at the end of five years if the school is successful?

Kamalani will have met or exceeded its year five metrics in the areas outlined above.

4. What specific steps do you think the governing board will need to take to ensure that the school is successful?

The board will

- a. Act with independence in determining the organization and management of the school and curriculum.
- b. Meet regularly

- c. Adhere to good meeting management practices
 - d. Rigorously review the fiscal operation of the school
 - e. Ensure adherence to the charter and all applicable laws
 - f. Hire a school leader with a successful track record and experience with arts integrated education
 - g. Involve the community, including parents, wherever possible
 - h. Monitor achievement of all goals and objectives
5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?

I would, first, be confident that I understood the facts of the situation. This might involve speaking with the board member in question. I would, then, bring my concerns to the board chairperson. If I found that the board was not able to resolve the situation, I would take my concerns to the Charter School Commission.

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.

I/we do not know these individuals Yes

I know Ku`uipo Laumatia well. We worked together when she was a consultant at HawaiiUSA Federal Credit Union and she later asked me to work with her at Manaolana International. I know the other members of the board only as a result of our work together over the last one and one-half years on the Kamalani application. My spouse has met Ku`uipo once.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I/we do not know any such employees Yes There are no school employees

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I/we do not know any such persons Yes

4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I/we do not anticipate conducting any such business Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I/we do not know any such persons Yes I have worked over the last one and one-half years with several members of the Academica Nevada team on the Kamalani application.

6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.

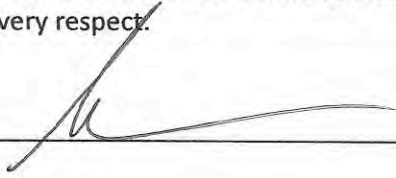
N/A. I/we have no such interest Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A I/we or my family do not anticipate conducting any such business Yes
8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family Yes
9. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.
 None Yes

Certification

I, Steven Davidson, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect.

Signature



Date

1/14/16

VerlieAnn Leimomi Kapule Malina-Wright, Ed.D.

Education

University of Hawaii at Mānoa

- College of Education, Education Administration Program, 2000-2004
- College of Education, Curriculum and Instruction, MEd., 1969
- College of Business Administration, Finance, BBA, 1966

University of California, Los Angeles (UCLA)

- College of Education, Business and Economics Education/Administration, Ed.D. With Honors, 1978
- Education Professions Development Act Fellowship (EPDA)

Employment

- 2014 -- RIM Architects, Strategic Vision Kupuna, Sub-contractor with The Pacific American Foundation, UH-WO campus, Creative Digital Media Bldg., Cultural Consultant
- 2014 -- RIM Architects, Strategic Vision Kupuna, Sub-contractor with The Pacific American Foundation, HART Pearl City Transit Station Complex Design Team with the Hawaiian Dredging Construction Company, Cultural Consultant
- 2011-2014, HI FushionED dba isisHawaii, Ipu Waiwai Kula 'AE – Aquaponics in Education (2011-14), Education Adm. Mentor and Cultural Consultant. This project (sponsored by the U.S. Department of Education Native Hawaiian Education Program), targeted public intermediate schools in the Leeward District (Nanakuli/Waianae). Its primary goal is to increase NH student capacity by honoring and recognizing indigenous science as it aligns to 21st century learning and skill development. Also conducted Stanford Design Thinking training for students and teachers -- Castle, Honolulu, Nanakuli School Complexes grade K-12.
- 2010-present, Indigenous Education Institute, Cultural Science Consultant, National Science Foundation partnerships, Imiloa Astronomy Center and U.C. Berkeley, Astrophysics, Indigenous Informal Sciences -- Mayan Cosmic Serpent and Native Skies and Mars Atmosphere and Volatile Evolution (MAVEN) Project, Aquaponics in space. Youth leadership NSF grant in Indigenous Scientific Collaboration.
- 2012-2014, Roots of Wisdom: Native Knowledge. Shared Science. Cultural Science Education Consultant. Exhibit and Research examples of successful projects that incorporate both traditional ecological knowledge and western science using traditional knowledge in conjunction with cutting-edge science practices with tools of traditional land management and resource use reviving cultural practices.
- 2008 to 2013, President, The Wright Consultants, Inc., Retired. Culture-based Education Programs, Technologies and Indigenous Evaluation. Education cultural consultant -- state, national and international accreditation, P-21. Clients include Waianae Health Academy, cultural competencies, 21st Century Workforce Alu Like, Inc. Native Hawaiian Career and Technical Education, Hawaii Technologies Institute – CTE Certifications; WARE Learning Hale web-based software, basic skills mastery; The Pacific American Foundation – Aloha Aina, KUDER College Career Planning, Financial Literacy Academy – Bloomberg Lab International; Chaminade U., Lililehua Inquiry Ahupua'a Science – Elementary School Project including Hawaiian language immersion—culture-based K-12 curriculum, submersible robotics, aquaponics and hydroponics), Hi'ilei Aloha, 501-C3 Office of Hawaiian Affairs, Waimea-Kauai District – West Kauai Business and Professional Association—Promising Neighborhoods Grant; World Indigenous Nations – P-21 accreditation, and King Kalakaua Science and Technology Center (preliminary design. Other technical assistance mentoring and capacity building – Administration of Native American Programs, Native Hawaiian Education Act, Innovation in Improvement I3, NCLB Training and Office of Hawaiian Affairs.

- 2000 – 2008: Hawaii State Department of Education, Kula Kaiapuni ‘O Ānuenu, Hawaiian Language Immersion School, K-12, Hope Po’okumu, Vice Principal, Retired, Institutional Planning, Data, Evaluation and Assessments, Professional Development Planning and Fund Development, Budgeting, NCLB Compliance Assessments, Hawaii State Assessment, Hawaii Aligned Portfolio Assessments, Academic and Career Software and Technology Systems, Cultural Indicators Rubrics, Academic and Financial Action Plans, Teacher and Staff Evaluations, Parent NLK Group

2000-2006: Summer School, Ānuenu, Grades 6-12, King Intermediate, Grades 7-8 and Kalaheo H. S., 9-12

1996 - 2000, Hawaii State Department of Education, Vice Principal

- Kailua High School, 9-12
- Kailua Intermediate School, 7-8
- Kahalu’u Elementary School, K-6

1978 – 1995, The Kamehameha Schools, Retired - Director of Continuing Education Programs

- Kamehameha Adult Community School, Western Association of Schools and Colleges Accreditation
- GED High School Diploma Program, Career/Vocational Education, Health and Wellness and Hawaiian Studies Curriculum and Instruction Program
- Ohana (families) Education Program
- Statewide Hawaiian Culture Lecture Series

1977 – The Kamehameha Schools

- Director of the Office of Career Services

1976 – The Kamehameha Schools

- Director of the Office of Employment Training and Research

Teaching Experience:

1966 – 2000

- Elementary Education, Kahalu’u Elementary and Keolu Elementary School
- Secondary Education, Kailua High School, Castle High School, Sacred Hearts Academy
- Adult Education, Kalaheo Community School for Adults, Moanalua Community School for Adults, Farrington Community School for Adults, Kaimuki Community School for Adults
- Higher Education, University of Hawaii at Manoa, College of Education, Curriculum and Instruction/Teacher Education and Curriculum Studies, Adjunct Faculty, Vocational Education
- *Major Teaching and Learning Interests:* Hawaiian traditional practices, arts and crafts, indigenous knowledge and epistemologies, mentoring, tribal college initiatives, culture-based education and curriculum perpetuating native languages and cultural traditions, indigenous assessments/research, and culture-based education assessments. Emerging interest in digital media, animation and gaming.

Community Education:

- Native Hawaiian Performance Indicators and Indigenous Assessment Hui, NH Education Council.
- Native Hawaiian Evaluation and Program Assessments, Teacher Induction Pre-BEd. Program Evaluation and Assessment: elementary, middle and high school charter, immersion, public schools, higher education
- Native Hawaiian Education Council, Chairperson, 2010-2011
- University of Hawaii, at Manoa, Laboratory School, PCS, Local School Board Member
- Board Member, Hawaii Technologies Institute, Hawaii Maoli, Pacific American Foundation
- Facilitator, WARE Group, reading and math software, My Reading Coach, Lexia, Reading Plus, Symphony Math; Lexile Group

- Hawaii Maoli, in partnerships with workforce programs, Hawaii Technology Institute, and substance abuse treatment mental health Hoomau ke Ola, culture and aina-based, cultural and the arts healing.
- Accreditation Visiting Committee Member – Waialae Elementary, PCS; Kanu o Ka Aina PCS
- President – National Indian Education Association (NIEA) 2006-07, raised \$1 million endowment.
- Chairman, World Indigenous Higher Education International Consortium, New Zealand
- Established Introduction to Data Processing and Computer Programming, Castle High School
- Hawaii State Technology Grant Funding Computer Equipment for Classroom Use, Castle High School
- Established Office of Employment Research and Training, The Kamehameha Schools, Assist Kamehameha Alumni and other Hawaiian High School or College Graduates in Professional Career and College Placement Services
- Established Office of Career Services to provide school to work career pathways including post-high school and apprenticeship training programs for gainful employment and higher education
- Established from an idea to an accredited school, The Kamehameha Schools Adult and Community Education School featuring courses in Hawaiian language, music, dance, arts and crafts; intergenerational learning, 'Ohana Education. Expanded vocational education programs utilizing state of the art facilities in metals fabrication, automotive, wood technology, electronics and AutoCAD design. Introduced General Education Develop (GED) program.
- Established a statewide Hawaiian Culture Lecture series for traditional cultural practitioners and scholars to teach Hawaiian culture, tradition, language, music, dance, and philosophy to the general public, serving annual 12,000 participants.
- Conducted a major doctoral dissertation study on the Hawaii Hotel Industry and the educational programs required for employees entering and leaving the field of tourism and hospitality industry. Established and copyrighted the MODELS Curriculum – Modern Office and Distribute Education Learning Systems, a national training model for the hotel industry.
- World Indigenous Nations Higher Education Consortium, International, New Zealand. Board Member that helped to establish the Indigenous Higher Education School Accreditation process. Accrediting higher education school programs worldwide that base their founding principles on the values and education needs of the indigenous communities that these schools service. The criteria are designed around traditional knowledge and the transfer of native ways of knowing, doing, being and becoming through cultural lenses with global results. Te Wananga o Aotearoa, U. of Montana, Bozeman, Seventh Generation College, Ontario, Canada, Sami University International, Kautokeno, Norway and Fort Peck CC, Montana.
- National Indian Education Association. U.S. Senate Committee on Indian Affairs, U.S House Committee on Health, Education and Labor Pensions. Public hearings on No Child Left Behind and the U.S. President's Budget Appropriations for Alaskan Natives, American Indians and Native Hawaiians.
- Hawaii State Accreditation of Teacher Education (SATE)/National Commission Accreditation of Teacher Education (NCATE), Chairman, University of Hawaii at Hilo, Kahakalau Ke'elikolani Hawaiian Language and Indigenous Studies College, Kahuawaiola Indigenous Teacher Education Program
- Leo Reano Human Civil Rights National Award, National Education Association, Washington, DC
- Native Hawaiian Education Association, Outstanding Hawaiian Educator
- Board member, Hawaii Technologies Institute, The Pacific American Foundation, Hawaii Maoli, UH Elementary Lab PCS, Halau Wanana (MEd. NH College, Waimea, Hawaii), Prince Kuhio Hawaiian Civic Club, Hawaii Maoli

References available upon request.

Board Member Information

To be completed individually by each Applicant Governing Board member.

All forms must be signed by hand.

Serving on a public charter school governing board is a position of public trust and fiduciary responsibility. As a governing board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its Charter Contract.

As part of the application for a new charter school, the Commission requests that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage governing board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background

1. Name of charter school on whose governing board you intend to serve:

Kamalani Academy

2. Contact information:

Name: Dr. VerlieAnn Malina-Wright

[Redacted]

3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.

Resume and professional bio are attached to this form.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.

Does not apply to me Yes - University Laboratory School (ULS), Honolulu, HI

5. Why do you wish to serve on the governing board of the proposed charter school?

The opportunity to participate in the process of launching a new charter school that provides our families and their children access to choices about deciding how and where to educate their children is a basic democratic tenant of civic engagement, parental involvement and advocacy and stakeholder partnerships. As a retired educator and now Kupuna (elder), the establishment of an integrated arts charter school will be a major addition to our public school system -- a new thriving PCS with students, teachers, parents, administrators, support staff, and community.

6. What is your understanding of the appropriate role of a public charter school governing board member?

The appropriate role of a public charter school governing board member are 1) fiduciary responsibility, 2) due diligence, 3) fiscal accountability and transparency, 4) and a high standard of care serving children and their education community.

[School Name]

Attachment U – Page 1

7. Describe any previous experience you have that is relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

My education career included teacher, mentor/coach, education officer, research, adjunct faculty higher ed, etc. The skill sets of 50 years of experience in education (early childhood, elementary/secondary, higher ed, and lifelong learning ed) are contributions that I can share as a contributing board member. This includes city, state, national and international experiences of servant leadership.

8. Describe the specific knowledge and experience that you would bring to the governing board.

State and international school accreditation visiting committee chairman, committee member, and CoChair of the World Indigenous Nations Higher Education Consortium, CoChairman WINHEC Accreditation Board of Authority. Culture-based, place-based, project-based curriculum, instruction, professional learning communities; culturally responsive evaluation and assessment; research and technology applications for student, administration, content assisted instruction and assessment.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?

Working together, we have developed the school's mission: Kamalani believes that all students are born with great abilities. It is the mission of the school to use the arts to release those talents and to teach the core academic subjects. The arts will, also, be used to foster such qualities as collaboration, communication, leadership, and creativity.

2. What is your understanding of the school's proposed academic plan?

The academic plan includes:

- a. Blending the arts with academic subjects to enhance student involvement, motivation, and persistence; to encourage creativity and risk-taking; and to stimulate both sides of the brain
- b. Growing the student body from K-6 to K-8 over three years.
- c. Compliance with Common Core Standards for the Language Arts, Mathematics and Science (NGSS).
- d. Frequent assessment, modeled after the Doral Academy, to provide data to identify the need for adjustment of the academic plan as well as those students requiring additional support; in addition to teacher school level initiatives to collaborate as professional learning communities -- grade level and school-wide.
- e. The philosophy of Positive Behavioral Support to nurture the social and emotional growth of each student.
- f. Inclusion of Nā Hopena A'ō ("HA") the Department of Education's core values and beliefs to develop the competencies that strengthen a sense of belonging, responsibility, excellence, aloha, total-wellbeing and Hawaii ("BREATH") in ourselves, students and others.

3. What do you believe to be the characteristics of a successful school?

Access to a purposeful and holistic education -- curriculum, instruction, counseling, assessment and service learning to the K-8 grades children who are living in the school community district that Kamalani Academy serves. This generation of children will enter into a completely new world of work and lifelong learning that will continue to be impacted upon by rapid expanding knowledge, information, communications, technologies, and inventions in the education, science, business, manufacturing, health and economic sectors. Each graduate must enter the world ready to flourish and contribute to the commons with aloha.

4. How will you know that the school is succeeding or is not succeeding in its mission?

The relationship between all stakeholders of the school and community is seamless so that students' transition to high school, graduate on time, enters a college to work continuum, entering and graduating from college with workforce internships leading to gainful employment/self-employment and prosperous sustainability. These outcomes are evidences of achieving the vision and mission of Kamalani Academy whether the student is enrolled, graduated, an adult contributing to his family, community and country.

Governance

1. Describe the role that the governing board will play in the school's operation.

The role of the governing board is established by the Articles of Incorporation, By-Laws, state and federal compliance laws and administrative rules, collective bargaining agreements, fund development, Board Handbook of Policies and Procedures, Conflict of Interest Disclosure. The Board is responsible for working with the school leadership and stakeholders to develop the required documents -- academic and financial plans, strategic plan and business plan. The board members should all be vested and raise funds for the school.

2. How will you know if the school is successful at the end of the first year of operation?

Success indicators include school start-up on time, administration and operations conducted with quarterly progress monitoring and annual assessments of students meeting proficiency in language arts, math and science. Student records database established and implemented to monitor every student/teachers development/progress. Flourishing examples of integrated arts through student performances and exhibits. Progressive growth with increases in student enrollment, teacher stability meeting highly qualified criteria, student/parent/teacher satisfaction as reported through the School Quality Survey, no grievance filings pending, and substantive evidence of revenue streams. School is a joyful place for everyone.

3. How will you know at the end of five years if the school is successful?

There will be classes graduating from 8th grade and all students are college, career ready to be promoted to high school. Students and teachers are progressing to their next grade levels, meeting proficiencies in all content areas, teachers reflect best praxis evidence of professional learning communities, administration and community relations, partnerships, fund development are all thriving.

4. What specific steps do you think the governing board will need to take to ensure that the school is successful?

The board will adhere to policy decision-making and not become involved in the school day to day operations. The board will empower school leadership with stakeholders to meet the requirements and expectations of charter school compliance with fidelity of all statute, administrative rules; while insuring that the facilities are safe and in good condition. The board will insure that school finance controls are sound and increasing. Follow all sunshine laws, monthly board meeting agenda announcements, posting of minutes and budgets on the school's web. Work with Principal to notify appropriate HDOE system/Charter Commission staff; and other appropriate authorities.

5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?

If there appears to be an inappropriate event that has occurred by a board member, school staff, community member, student, support staff, guest/outsider on campus, and the chain of command for school level is through the school principal. If there is a board member who may have caused the problem, then the board should

establish a committee to address this issue and determine whether 1) a problem; 1) conflict of interest; 2) theft or other criminal activity may have occurred; or a hostile work environment issue may exist, etc. the board should refer to their policies and procedures which may provide for an adhoc committee to investigate and gather information to make recommendations to the board (executive session). The board shall authorize the Chair and/or committee designee to resolve the problem with the board member. The decision recommended with right to appeal should also be considered as a step 2, including mediation assistance as necessary. Work with Principal to notify appropriate HIDOE system/Charter Commission staff; and other appropriate authorities.

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I/we do not know these individuals Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I/we do not know any such employees Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I/we do not know any such persons Yes
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I/we do not anticipate conducting any such business Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I/we do not know any such persons Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I/we have no such interest Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A I/we or my family do not anticipate conducting any such business Yes
8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family Yes
9. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.
 None Yes

Possible partnership with Pacific Am Foundation culture-based STREAM curriculum "Aloha Aina."

Certification

I, VerlieAnn Malina-Wright, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect.

VerlieAnn Malina-Wright

Signature

February 1, 2016

Date

Attachment V:

Kamalani Academy

Code of Ethics and Conflict of Interest Policy

For Directors, Officers, and Members of a Committee with Board Delegated Powers

Article I – Purpose

1. The purpose of this Board Code of Ethics and Conflict of Interest Policy is to protect Kamalani Academy (“KAMALANI”) and its interests when it is contemplating entering into a transaction or arrangement that may benefit the private interests of an Officer or Director of KAMALANI or might result in a possible excess benefit transaction.
2. This policy is intended to supplement, but not replace, any applicable State and Federal laws (Hawaii Revised Statutes 84 and 302D) governing conflicts of interest applicable to nonprofit and charitable organizations and charter schools.
3. This policy is also intended to identify “Independent” Directors.

Article II – Definitions

1. Interested Person – Any Director, Principal Officer, or Member of a committee with Governing Board delegated powers, who has a direct or indirect financial interest, as defined below, is an Interested Person.
2. Financial Interest – A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 - a. An ownership or investment interest in any entity with which KAMALANI has a transaction or arrangement;
 - b. A compensation arrangement with KAMALANI or with any entity or individual with which KAMALANI has a transaction or arrangement; or
 - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which KAMALANI is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the Governing Board or Executive Committee decides that a conflict of interest exists, in accordance with this policy.

3. Independent Director – A Director shall be considered “Independent” for the purposes of this policy if he or she is “Independent” as defined in the instructions for the IRS 990 form or, until such definition is available, the Director:
 - a. Is not, and has not been for a period of at least three years, an employee of KAMALANI or any entity in which KAMALANI has a financial interest;
 - b. Does not directly or indirectly have a significant business relationship with KAMALANI or which might affect independence in decision-making;

- c. Is not employed as an executive of another corporation where any of KAMALANI's executive officers or employees serve on that corporation's compensation committee; and,
- d. Does not have an immediate family member who is an executive officer or employee of KAMALANI or who holds a position that has a significant financial relationship with KAMALANI.

Article III – Procedures

1. Duty to Disclose – In connection with any actual or possible conflict of interest, an Interested Person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Governing Board or Executive Committee.
2. Recusal of Self – Any Director may recuse himself or herself at any time from involvement in any decision or discussion in which the Director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.
3. Determining Whether a Conflict of Interest Exists – After disclosure of the financial interest and all material facts, and after any discussion with the Interested Person, he/she shall leave the Governing Board or Executive Committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Governing Board or Executive Committee Members shall decide if a conflict of interest exists.
4. Procedures for Addressing the Conflict of Interest
 - a. An Interested Person may make a presentation at the Governing Board or Executive Committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
 - b. The Chairperson of the Governing Board or Executive Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - c. After exercising due diligence, the Governing Board or Executive Committee shall determine whether KAMALANI can obtain, with reasonable efforts, a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
 - d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Governing Board or Executive Committee shall determine, by a majority vote of the disinterested Directors, whether the transaction or arrangement is in KAMALANI's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.
5. Violations of the Conflicts of Interest Policy
 - a. If the Governing Board or Executive Committee has reasonable cause to believe a Member has failed to disclose actual or possible conflicts of interest, it shall inform the Member of the basis for such belief and afford the Member an

- opportunity to explain the alleged failure to disclose.
- b. If, after hearing the Member's response and after making further investigation as warranted by the circumstances, the Governing Board or Executive Committee determines the Member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV – Records of Proceedings

The minutes of the Governing Board and all committees with board delegated powers shall contain:

1. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Governing Board's or Executive Committee's decision as to whether a conflict of interest in fact existed.
2. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, and a record of any votes taken in connection with proceedings.

Article V – Compensation

1. A voting member of the Governing Board who receives compensation, directly or indirectly, from KAMALANI for services is precluded from voting on matters pertaining to that member's compensation.
2. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from KAMALANI for services is precluded from voting on matters pertaining to that member's compensation.
3. A voting member of the Governing Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from KAMALANI, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI – Annual Statements

1. Each Director, Principal Officer, and Member of a Committee with Governing Board delegated powers shall annually sign a statement which affirms such person:
 - a. Has received a copy of the conflict of interest policy,
 - b. Has read and understands the policy,
 - c. Has agreed to comply with the policy, and
 - d. Understands KAMALANI is a government entity and in order to maintain its tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.
2. Each voting Member of the Governing Board shall annually sign a statement that declares whether such person is an Independent Director.
3. If at any time during the year, the information in the annual statement changes materially, the Director shall disclose such changes and revise the annual disclosure form.

4. The Executive Committee, if formed, shall regularly and consistently monitor and enforce compliance with this policy by reviewing annual statements and taking such other actions as are necessary for effective oversight. However, if the Executive Committee has not been formed, each member of the Governing Board shall review all Directors' annual statements independently in order to ensure no conflicts are present.

Article VII – Periodic Reviews

To ensure KAMALANI operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

1. Whether compensation arrangements and benefits are reasonable, based on competent survey information (if reasonably available), and the result of arm's length bargaining.
2. Whether partnerships, joint ventures, and arrangements with management organizations, if any, conform to KAMALANI's written policies, are properly recorded, reflect reasonable investment or payments for good and services, further charitable purposes and do not result in inurement or impermissible private benefit or in an excess benefit transaction.

Article VIII – Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, KAMALANI may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Governing Board of its responsibility for ensuring periodic reviews are conducted.

Attachment W

Evan Anderson



Objective:

Transform teaching and learning in Hawai'i through the arts.

Education:

Princeton University
B.A. in Politics, 1996
Certificate in Political Theory

University of California at Berkeley
M.A. in Educational Leadership, 2002
Principal Leadership Institute

Professional Degrees:

Hawaii State Teaching License
K-6, Multiple Subject—renewed 2013

Tier I Administrative Services Credential
State of California—2002

Experience:

July 2007-Present Voyager Public Charter School—Honolulu, HI

- **Arts Integration Coach (2015-)**
- **Kindergarten, K-1 Classroom Teacher (2007-2010, 2011-2015)**
- **Administrative Coordinator (2012-2013)**
- **Training and Methodology Coordinator (2011-2012)**
- **Kennedy Center Partners in Education Member (2011-present)**

Regularly incorporating arts-based learning strategies in support of core curriculum objectives, recruiting guest teaching artists through the Collaborative Residency, Artists in the Schools, and Art Bento programs. Implementing Feuerstein's Instrumental Enrichment, Quantum Learning, and Malcolm Baldrige's Total Quality Management (TQM) for continuous academic and organizational improvement. Member of Leadership Team, Negotiating Team, and Local School Board for 4 years.

As **Training and Methodology Coordinator and Arts Integration Coach**, supporting 15 classroom teachers and SPED staff in implementing Voyager's three core methodologies and arts integration. Facilitating regular Professional Learning Community meetings with grade-level teacher teams around student assessment data. Building partnerships with local community arts organizations to support learning through the arts.

As lead member of the **arts integration partnership team** through the Kennedy Center for the Arts (Washington, D.C.), collaborated with Honolulu Theatre for Youth and Hanahau'oli School in planning and supporting professional development in arts integration, leading statewide effort toward *collective impact* through the arts.

November 2011-Present **Leadership Team Member, A'o Hawai'i Curriculum Grant**
Facilitating curriculum development in conjunction with the World Wide Voyage of sailing canoes Hokule'a and Hikianalia. Collaborating with educators statewide, University of

Hawai'i, and Nainoa Thompson of the Polynesian Voyaging Society to create professional development opportunities for teacher/crew members around the theme "Malama Honua."

- August 2006-June 2007 Punahou School—Honolulu, HI
Assistant Teacher, Grade 1
Teaching a self-contained classroom of 25 students in collaboration with lead teacher, sharing instructional, assessment, and supervisory responsibilities. Also coaching JV Boys' Volleyball.
- August 2005-May 2006 SUNY Potsdam School of Education—Potsdam, NY
Instructor and Student Teaching Supervisor
Developing syllabus for and teaching two sections of a graduate-level course in classroom management, as well as supervising 18 student teacher placements over the school year.
- January 2005-June 2005 Canton Central School—Canton, NY
Hermon-DeKalb Central School—DeKalb Junction, NY
Substitute Teacher, all subjects, K-12
- August 1998-June 2002 Cragmont Elementary School—Berkeley, CA
August 2003-June 2004 **Classroom Teacher—Grades K, 1, and 4**
Teaching a self-contained, regular elementary education classroom of 25-30 students, including approximately five students per year with IEPs requiring special needs. Member of School Leadership Team, 2000-2004.
- October 2002-May 2003 Hokulani Elementary School—Honolulu, HI
Part-Time Teacher
Teaching math and literature study to 6th grade students, and assisting full-time substitute with all daily activities.
- June 2002-July 2002 Lowell Middle School SummerPrep Academy—Oakland, CA
Administrative Intern
Assisting Principal and Vice Principal in daily duties of school administration, including teacher observation and evaluation, certified personnel evaluation, parent contact and student discipline.
- June 1998-August 1998 Hawthorne Elementary School—Oakland, CA
Technology Support Provider
Developing a schoolwide assessment database.
- August 1996-June 1998 Partners in School Innovation—San Francisco, CA
School Change Agent
Coordinating and expanding research-based reading comprehension program, Reciprocal Teaching, at Hawthorne Elementary School.
- March 1997-August 2004 "I Have a Dream" Foundation—Oakland, CA
Board Trustee and consultant on issues of student learning
Providing college scholarships and other educational resources to support the academic success of at-risk youth in West Oakland.

Activities:

1985 to Present	Music: Vocal Performance and Piano Member, Hawai'i Vocal Arts Ensemble A cappella, barbershop, choral, and community theater
1994 to Present	Volleyball—NCAA Division I Varsity and beach volleyball

Additional Skills:

- Meeting facilitation
- Spreadsheet and Database management (Excel, SPSS, Google Docs)
- Word Processing (Word, Google Docs)
- Presentation software (PowerPoint, Keynote, Prezi, Google Slides)
- Project management (Vision-Guided Action Planning)

C. Bryan FitzGerald

PROFILE: Data center project director, Hawaii Deputy Attorney General, e-discovery technology developer, executive in entrepreneurial software and energy companies. Key strengths include the ability to absorb new information and learn new skills quickly, flexibility, attention to detail, adaptability, trustworthiness, responsiveness, autonomy and inventiveness.

EXPERIENCE:

HAWAI'I HEALTH DATA CENTER PROJECT MANAGER

State Of Hawai'i and University of Hawai'i Collaboration June 2014 to current
Initiated States development of Health Data Research Center. Secured over \$4 million in grant funding, oversaw development of data governance protocols and overall project implementation.

DEPUTY ATTORNEY GENERAL

Hawaii Commerce and Economic Development Division, June 2006 to June 2014
Lead counsel in serial massive consumer protection actions, leveraging business litigation, securities and information technology experience to achieve the State's goals in seemingly impossible environments. Developed and implemented the Department's personal information security policies. Resolved multiple intellectual property disputes at virtually no cost.

LITIGATION AND BUSINESS ATTORNEY

Business, Technology and Injury Litigation Hawaii 1992 to current

- Defense and plaintiff bar along with general counsel, and corporate executive experience provides unsurpassed trial and complex litigation management. Proven in areas ranging from contacts and conveyancing to IP, medical malpractice, securities litigation, and corporate governance matters.

BUSINESS DEVELOPMENT DIRECTOR

Octane Software San Mateo, CA. 1998 - 2000

- Achieved annual growth of 300 percent, before being acquired for 3.18 billion. 10x revenue increase to \$35 million in final quarter. Successfully headed IP litigation avoidance efforts. Served as Board member on a variety of technology VCap and outsourcing companies. Competitive analyst, responsible for tracking and articulating to engineering and outside sales the status and development plans for all known and potential competitive vendors.

EDUCATION:

- **FINRA (fka NASD) Series 7 & 24 Principal Broker** 2005
- **Juris Doctorate** University of Houston 1991
- **Bachelor of Arts** Social Sciences, Hawaii Pacific University 1989



Kahu Dr. Francine Mikiala Park-Palama
Maunakai & Associates
Design, Planning and Restoration Services
P.O. Box 222
Ka‘a‘awa, HI 96730

➤ **Business**

Established on October 20, 2004, State of Hawai‘i

➤ **Education**

2012 University of Hawai‘i at Mānoa: Doctorate of Architecture

2009 Certificate in Historic Preservation

Dept. of Urban and Regional Planning, Master Candidate, Spring 2016

1997 Hawai‘i Community College: Drafting and Engineering, AS

1974 Chaminade University: Criminal Justice, BS

1969 Honolulu Community College: Police Science, AS

1967 Kamehameha Schools, Graduated

➤ **Civic Affiliations**

Pastor, Keali‘iokamalu Church, Haleiwa, HI., Keaukaha Community Association, member, Hilo, HI., Ko‘olauloa Hawaiian Civic Club, member, Hon., HI., Board of Trustee, Hawaiian Missions Houses Society, Hon., HI., Friends of Kahana, member, Kahana, HI., Gregory House Programs, Vice-President and board member, Hon., HI., Ho‘omau Ke Ola Programs, Kupuna Council Chairperson, Waianae, HI.

➤ **Professional Experiences**

2015 New Orleans, LA. Resettlement and resilient communities of the Isle de Jean Charles Band: Biloxi, Chitimacha and Chotcaw, Lead designer and planner facilitator, HUD Grant

2015 He‘eia Cultural Learning Center for Kama‘āina Kids Corp. plan and provide cultural and traditional designs and prepare Shoreline Assessment Management report. Hon., HI.

2015 Private residence on DHHL: provide architectural design, support and manage the project, Hon., HI.

2014 Kamehameha Hall Restoration Project: plan to coordinate and manage technical professionals, community groups and provide consultation throughout. Hilo, HI.

2014 Keali‘iokamalu Church Restoration Project: plan to provide technical assistance, prepare construction drawings and coordinate volunteer groups. Haleiwa, HI

2013 Puakea Learning Center Project: provide consultation and coordinate required reports between the private and public sectors. Hon., HI.

2012 Waianae Protestant Church Restoration Project: prepare RFP’s, coordinate technical specialists and nomination to SHPD and National Historic Register. Waianae, HI.

2012 Siona Christian Congregational Church Structural Assessment. Plan, coordinate and provide technical assistance to assess the structural integrity. American Samoa.

2010 Center of Light Christian Ministries: prepare Master Plan, coordinate community Meetings and record HABS drawings for SHPD and nominate to NHR. Hon., HI.

2009 Kalihi Valley Nature Park Project: Conduct research; prepare and submit an Environmental Assessment Report. Hon., HI.

2009 Ulupo Heiau Cultural Resource Management Plan. Conduct research, coordinate

- community meetings and submit plan. Hon., HI.
- 2008 County of Maui: recorded data on HABS and HAER measured drawings for numerous Projects;
- 2006 Documentary filmmaker of 2 films, co-producer, cultural historian and researcher; successful grant writer; volunteer on numerous community service projects across the state.

➤ **Interests**

Long board surfing, eating poke and poi and riding my 1979 Harley D...

References upon request.

LEI AHSING

Education Director HAWAII ARTS ALLIANCE

Ms. Ahsing has developed, implemented, and provided oversight for the Alliance's community and education programs since 1995. This includes:

- Program support for Hawai'i State Foundation on Culture and the Arts' (HSFCA) Art Bento Program @ HiSAM for the past four years. Ms. Ahsing has worked closely with HSFCA's Museum Educator to design program content that supports Common Core State standards and HCPS III fine arts standards. Responsibilities have included communication with schools; coordination of residency and museum scheduling; development and preparation of orientation, PD, and program materials/supplies; contracting and paying artists and guides; documentation; application process and panel; monitoring; deliverables; and evaluation.
- Development and coordination of annual ARTS FIRST Institutes on Oahu since 2001. Ms. Ahsing and her ARTS FIRST Partners (HSFCA and Hawai'i Department of Education) work closely with a team of master teaching artists to develop the Institute's standards based theme and content. These Institutes serve 60-80 elementary classroom teachers. Ms. Ahsing coordinates the registration, travel, scheduling, contracting and logistics for the Institutes.
- Working closely with the ARTS FIRST Partners and Affiliate Members - Hawai'i Department of Education, HSFCA, Maui Arts & Cultural Center, and Honolulu Theatre for Youth - to implement and refine ARTS FIRST programs statewide. These programs include professional development for teaching artists, planning for the Teaching Artists Institute and the Artists in the Schools Program.

Ms. Ahsing's past projects have included supervision of two U.S. Department of Education Arts in Education Model Development and Dissemination grants (2003-06 and 2006-10) that studied the effects of standards based arts education on student achievement in reading and teacher pedagogy, attitudes, and practice; coordination and member of the curriculum framework committee that wrote the ARTS FIRST Essential Arts Toolkit: Hawai'i Fine Arts Grade Level Guide for the K-5 Classroom Teacher, 1st (2003) and 2nd editions (2006); and oversight of the development of twenty standards based arts exhibits for the Hawaii Learning Interchange, an affiliate of the Apple Learning Interchange.

Ms. Ahsing has served as a panelist for HSFCA's Artists in the Schools Program and Artistic Teaching Partners Roster. She is a member of the ARTS FIRST Partners' Steering Committee.

Albert “*Alapaki*” Nahale-a

Education Leadership & Experience

UNIVERSITY OF PENNSYLVANIA, Philadelphia, PA

1986 – 1991: BA in Political Science

Co-founder of the Hawaiian Club, PENN Student Services Marketing Manager

KAMEHAMEHA SCHOOLS, Honolulu, HI

1982 – 1986: class of 1986

Student Body President, Outstanding Leader & Best Attitude Awards

ARIZONA STATE UNIVERSITY, Phoenix, AZ

2005 – 2006: Pursued MA in Education under the Leadership for Educational Entrepreneurship Program.

Completed first year of a two year distance learning program. Federal funding cuts eliminated distance component of program.

LAUPAHOEHOE COMMUNITY PUBLIC CHARTER SCHOOL

August 2013 – present,

Dean of Students & Instruction

- Primarily responsible for managing student support services, especially the school’s SPED program and behavior interventions. Also played a key role in facilitating and supporting faculty efforts, especially in regards to planning for future initiatives around project based learning. Served as the lead administrator whenever the Director was unavailable. Assisted with other administrative functions including creation and implementation of the Title 1 plan, reviewing, formatting and presentation of the budget, and personnel management. Have also been active in building community relations and support, meeting consistently with current stakeholders and potential partners/funders. Took on the role of overseeing and building student government, including teaching a leadership seminar during the second semester.

KAMEHAMEHA SCHOOLS

August 2012 – August 2013,

Director of Community Education – Hawaii Island

- Responsible for overseeing Kamehameha’s community education programs on Hawaii Island which include investments in charter schools; literacy support, teacher and administrator training, fourth and fifth grade social studies and science supports from a Hawaiian perspective for the Department of Education; aina based educational programming; early education campuses as well as community support programs; and graduation and post high support programs.
- As a Director, extremely active in the organizations strategic decision making initiatives including Impact Cost studies, regional impact assessment, education cost deployment analysis, capital improvement projects, and current efforts to complete its next fifteen year strategic plan.

June 1991 – May 1994

Program Specialist, Teacher, Dorm Advisor, Coach

- Developed and conducted workshops on personal growth, financial management, goal setting, and team work, for boarding students. Developed and implemented workshops for the Kulia I Ka Pono program. Ensured students physical, emotional, and mental well-being. Served as a temporary and substitute teacher in grades K-12. Also served as a Life Guard, Gym Manager, and Coach.

HAWAII CHARTER SCHOOLS NETWORK

September 2009 – December 2010, **Executive Director**

October 2008 – July 2009, **Board President**

- Contracted to help build an effective and sustainable organization while simultaneously advocating for charter schools. Responsible for internal and external communication, developing partnerships, strategic thinking and planning, board development, fund development, and overall advocacy. Took the lead on calling for the charter school movement to be committed to quality and to hold schools to high standards. Was an active supporter for all public education, including participation in both of Hawaii's Race to the Top applications. As a volunteer board president, led the organizations effort to advocate for charter schools and the charter school movement in Hawaii. Included facilitation of stakeholder meetings and conversations, meeting with legislators and their staff, and setting strategic directions. Led the effort to convert HCSN from a volunteer organization to one with high capacity.

KA UMEKE KAEO HAWAIIAN IMMERSION PUBLIC CHARTER SCHOOL

July 2003 – June 2009, **Director**

August 2002 – June 2009, **Local School Board Member & Chairperson**

- Responsible for all aspects of school leadership including strategic thinking and planning, management of school staff and faculty, creation and monitoring of the budget, compliance with local, state and national regulations, educational performance of students, and communication & collaboration with the internal and external school community. During tenure the school, which had a 95% at risk population, consistently met AYP, added a pre-school and middle school, and doubled enrollment while still establishing a significant building fund reserve. Also implemented enhanced parent involvement programs increasing participation and support from families.
- Served as a board member eventually becoming the board president. Led efforts to establish business practices at the school, including higher accountability measures.

AHA PUNANA LEO

August 1997 – November 1998

Development Director

- Responsible for tracking the progress of grants under the Native Hawaiian Higher Education Act. Assisted in evaluating programs to ensure that grant goals and objectives were met while maintaining grant compliance.

Government Leadership & Experience

HAWAIIAN HOME LANDS TRUST

December 2010 – May 2012, **Department Director & Chairman of the Commission**

October 2008 – December 2010, **East Hawaii Commissioner**

- Appointed by Governor Abercrombie in December of 2010 to serve as the Director of the Department of Hawaiian Home Lands and the Chairman of the Hawaiian Homes Commission. Facilitated monthly meetings of the nine commissioners and led policy initiatives, evaluation of programs, and establishment of the annual budget. Managed two hundred department positions, a \$60,000,000 annual operating budget and \$120,000,000 development budget. Responsible for all aspects of working collaboratively with other State Departments, beneficiaries, direct stakeholders, and the larger community.
- Appointed by Governor Lingle in October of 2008 to serve as the voluntary East Hawaii member of the Hawaiian Homes commission. Worked with other commissioners and the Department to set policy via the approval of the budget and evaluation and support of programs. Also responsible for certain management functions, such as ruling on contested case hearings and approval of fiscal and legal actions of the department.

COUNTY OF HAWAII CHARTER COMMISSION

July 2009 – November 2010

East Hawaii Commissioner

- In conjunction with fellow commissioners, responsible for evaluating the Hawaii county charter and crafting and proposing amendments to be put forth to the voters on the 2010 ballot.

HAWAII COMMUNITY COLLEGE

October 2002 – July 2003

Federal Title III Coordinator

- Charged with successful accomplishment of all activities for the Title III Project entitled I Ola Haloa at HawCC. Includes management of grant staff and budget, collection of data, and tracking and assessment of program progress. Responsible for coordination of meetings, reports, and communication internally and externally to identify and formulate partnerships and collaborative efforts to meet grant goals.

RURAL COMMUNITY ASSISTANCE CORPORATION

March 2000 – April 2002

Development Specialist for Federal Housing Programs

- Served as the technical assistance provider for the USDA RD 523 Mutual Self-Help Housing federal grant program and the HUD HOME program. Provided technical assistance to non-profits and government entities in the areas of strategic planning, compliance, community development, affordable housing, grant writing, meeting coordination, communication, & fiscal management.

COUNTY OF HAWAII

May 1999- February 2000, **Fiscal/Program Review Auditor**

June 1994 – July 1997, **Legislative Auditor Assistant**

- Worked with Legislative Auditor staff to conduct research and develop reports assigned by the County Council & Coordinated Council's Non-Profit Grants program.

- Served as Committee staff for various Council Committees. Reviewed Committee agendas, coordinated attendees, & drafted Committee reports. Also responsible for researching, reviewing, and drafting legislation
- Responsible for community contact including letter writing, responding to complaints, community meetings, and drafting press releases.

Community Leadership & Experience

PRESIDENTIAL SCHOLARS COMMISSION

January 2012 - present

Commission Member

- Appointed by President Obama to serve on the National Presidential Scholars Commission to evaluate and select scholars as well as establish policy for the Presidential Scholars program.

COUNTY OF HAWAII CULTURAL RESOURCES COMMISSION

February 2013 - present

Commission Member

- Appointed by Mayor Kenoi and confirmed by the Hawaii County Council to serve on the Cultural Resources Commission to provide guidance and propose policy on the preservation of the Counties important cultural resources.

KUIKAHI MEDIATION CENTER

August 2009 – December 2010

Board Member (& former volunteer mediator)

- Serving as a volunteer board member. Focusing on expanding and improving services to the Native Hawaiian community and enhancing generated revenue.

KAKOO KA UMEKE

August 2006 – December 2010

Founder and Board Member

- Created a nonprofit to provide education supports to Hawaiian communities, prioritizing Ka Umeke Kaeo Hawaiian Immersion Public Charter School.

NATIVE HAWAIIAN LEGAL CORPORATION

2001-2005 & 2007-2008

Board Member

- Served as a volunteer board member. Focused efforts on expanding legal services to the Hawaiian community.

COUNCIL FOR NATIVE HAWAIIAN ADVANCEMENT

April 2002 – September 2002

Director of Community Development

- Responsible for researching community resource programs (government & private sector grants), preparing workshops on those programs, and then conducting those workshops in the community.

- Coordinated and implemented components of summits and conferences including workshops, panels, speakers, and other presenters and presentations. Included moderation and emcee duties.

References

Curtis Muraoka, *Director*

West Hawaii Explorations Academy Public Charter School

[REDACTED]

Andrew Aoki, *Principal*

3Point Consulting

[REDACTED]

Waialeale Sarsona, *Director – Hoolako Like*

Kamehameha Schools

[REDACTED]

Todd Apo, *Director of Public Affairs - Hawaii*

Walt Disney Parks & Resorts

[REDACTED]

Guy Kaulukukui, *Principal*

Kealahono

[REDACTED]

Lee Wilson, *Marketing Manager*

Hawaii Planning Mill

[REDACTED]

Poeko Waiwaiole

former Ka Umeke Kao Local School Board President

[REDACTED]

Jamie Simpson Steele



EDUCATION

- University of Hawai'i at Mānoa, College of Education** 2008
Honolulu, HI
- Ph.D. in Education: Curriculum and Instruction
 - Cognate Field: Performance and Society
 - Emphasis Area: Performing Arts of the Pacific
- New York University, Steinhardt School of Education** 2000
New York, NY
- M.A. in Educational Theatre
 - Emphasis Area: Youth Theatre
 - Study Abroad: Ireland
- Duke University, Trinity College of Arts and Sciences** 1994
Durham, NC
- B.A. in English
 - Concentration Area: Drama
 - Secondary Teaching Certification in Language Arts

PROFESSIONAL EXPERIENCE

- University of Hawai'i at Mānoa, College of Education** 2012 – present
Assistant Professor, Performing Arts Education Honolulu, HI
- Institute for Teacher Education, Elementary and Early Childhood and Secondary Programs. Teach undergraduate level coursework in Performing Arts for the Elementary Teachers, Introduction to Inclusive Teaching, Foundations of Assessment, Behavior Management, and Field Experiences
 - Coordinate, mentor and supervise K-6 teacher candidates in cohorts placed in DOE school settings across Oahu complexes
 - Coordinate and collaborate with Special Education faculty in program development of Exceptional Student and Elementary Education (ESEE)
 - Research in the areas of performing arts curriculum, in-service professional development, performances of culture, and art research methodology
- Hawai'i Pacific University, School of Education** 2009 – 2012
Assistant Professor, Elementary Field Services Coordinator Honolulu, HI
- Taught graduate and undergraduate level coursework: The Fine Arts for the Elementary Teacher, Integrated Curriculum for the Elementary Teacher, Service Learning in Education, The Reflective Practitioner, Culturally Responsive Teaching in Hawai'i, and The Scholarly Teacher
 - Established, maintained, and nurtured partnerships with public and private schools to ensure field opportunities for candidates in the B.A. and M.Ed. in Elementary programs
 - Coordinated faculty to develop, implement, and analyze national accreditation assessment instruments for the Elementary Education Program.

University of Hawai'i at Mānoa, College of Education

Instructor

- Taught for the Institute for Teacher Education, Elementary and Early Childhood Program: undergraduate level coursework in Performing Arts for the Elementary Teacher, Introduction to Teaching, and Field Experience and graduate coursework in Qualitative Research
- Coordinated, mentored and supervised K-6 teacher candidates in cohorts over a two-year span and in field settings across Oāhu districts
- Served as the principal investigator for Teacher Training Assistance Project, an annual, million dollar grant aimed to help teachers in American Sāmoa become certified and highly qualified

2003-2009
Honolulu, HI

Honolulu Theatre for Youth

Drama Education Associate

- Devised, implemented, and assessed school residencies utilizing DIE/TIE strategies, aligned with state standards and integrated with core curriculum
- Conducted professional development in educational drama and theatre for in-service and pre-service teachers
- Directed plays written, devised and performed by youth
- Administered and taught after-school and summer youth programs

2001 – 2006
Honolulu, HI

New York University, Creative Arts Team

Teaching Artist

- Coordinated school partnerships supported by the Annenberg grant, an initiative to reform education in New York City schools through arts
- Devised, implemented, and assessed school residencies utilizing DIE/TIE strategies, aligned with state standards and integrated with core curriculum
- Devised original theatre through playbuilding as assistant director with the CAT Youth Theatre

1998-2001
New York, NY

Duke University, Summer Youth Programs

Instructor

- Teacher for Duke Young Writers, Duke Drama, and Duke Expressions programs
- Developed and taught courses in playwriting, performance writing, and acting
- Directed theatrical productions

1996-2000
(summers)
Durham, NC

Pirate Playhouse, Island Theatre Wing (SPT7)

Education and Outreach Coordinator

- Directed community theatre, youth theatre, and theatre for youth
- Coordinated educational programs with main stage productions
- Taught acting for children
- Provided in-school workshops
- Wrote educational guides to main stage productions
- Conducted educational forums
- Performed in main stage and dark-night productions

1996-1994
Sanibel, FL

Independence High School

Theatre Teacher

- Taught grade 9-12 theatre classes
- Facilitated Drama Club
- Directed school productions
- Developed acting, creative writing, and film criticism curricula

1994-1996
Charlotte, NC

MANUSCRIPTS UNDER REVIEW

Simpson Steele, J. The teaching artist: Identity and development in a hybrid profession. *Youth Theatre Journal*. Submitted September 16, 2015.

Simpson Steele, J. El Sistema fundamentals in practice: An examination of one public elementary school partnership in the US. *International Journal of Music Education*. Submitted July 6, 2015.

Simpson Steele, J. Noncognitive factors in an elementary school-wide arts integrated model. *Journal of Learning Through the Arts*. Submitted March 14, 2015.

PUBLICATIONS

Simpson Steele, J. (2015). Becoming creative practitioners: Elementary teachers tackle artful approaches to writing instruction. *Teaching Education*. Published online May 15, 2015.

Frambough-Kritzer, C. Buelow, S. & Simpson Steele, J. (2015). What are disciplinary literacies in dance and drama in the elementary grades? *Journal of Language & Literacy Education*. 11(1), 65-87.

Simpson Steele, J. (2014). The vagabond's dilemma; Representing host culture as a teaching artist. In Kelin, D. and Dawson K., Eds. *The reflective teaching artist: Collected wisdom from the drama/theatre field*. Chicago: University of Chicago Press.

Simpson Steele, J. (2013). Approaching evaluation of professional development in arts integration. *Teaching Artist Journal*. 11(3), 147-155.

Simpson Steele, J. & Kelin, D. (2013). Dramatic differences: The power of playbuilding for young English language learners. *The Tapestry Journal*. 4(2), 19-31.

Simpson Steele, J. (2013). Geopathology on May Day: Expressions of culture on Hawai'i's Elementary School Stages. *Equity and Excellence in Education*. 46(2), 169-183.

Simpson Steele, J. (2012). Talk-story: A quest for new research methodology in neocolonial Hawai'i. *Youth Theatre Journal*. 26, 38-49.

Simpson Steele, J., Gohier, G, Lipscomb, A.L., Simpson Steele A. (2012). May Day is Lei Day in Hawai'i. *Cultural Studies ⇄ Critical Methodologies*, 12(1), 43-50.

Simpson Steele, J. (2008). The May Day show: Performances of culture on Hawai'i's elementary school stages. (Doctoral dissertation, University of Hawai'i at Mānoa, 2008.)

Simpson, J. (2005). Performance and social inversion: The Sāmoan White Sunday. *Youth Theatre Journal*, V. 19, pp. 132-147.

Tabata, L. & Simpson, J. (2005). The College of Education Doctoral Student Association: Providing peer support and community to doctoral students. *Educational Perspectives*, V.38, n.1, pp. 46-48.

Simpson J., Herring J., & Kelin D. (2002). Developing Creative Curriculum: A model for preservice teacher training in drama education, *Stage of the Arts*, V.14 n.3, pp.12-16.

RESEARCH REPORTS

- Honolulu Theatre for Youth** 2015
The Collaborative Residency Project: The Influence of Co-Teaching on Professional Development in Arts Integration Honolulu, HI
How and to what extent does collaboration with a teaching artist influence a classroom teacher's professional growth?
- Honolulu Theatre for Youth** 2015
Teaching Artist Perspectives on Professional Development Honolulu, HI
How do teaching artists define themselves? What do teaching artists perceive as their greatest needs for professional development?
- Hawai'i Arts Alliance** 2013-2015
Arts First Institute Honolulu, HI
Evaluated professional development program for in-service teachers to develop knowledge, skills, and values for integrating Arts and Science content (STEAM)
- Honolulu Theatre for Youth** 2014
More Than Words Honolulu, HI
Evaluated a professional development for in-service teachers to develop fluency and expression of oral language for K-6 students through drama.
- El Sistema Hawai'i** 2013
Kalikolehua Honolulu, HI
Evaluated a new music program geared toward social change through an El Sistema model during the extended school day.
- Honolulu Theatre for Youth** 2013
Before Pencil Touches Paper Honolulu, HI
Provided evaluation of a professional development program for in-service teachers to strengthen pre-writing classroom activities through the arts.
- Maui Arts and Culture Center** 2013
Pomaika'i Elementary School Kahului, HI
How does school-wide arts integration in an elementary setting impact student success as they transition to middle school?
- Hawai'i Arts Alliance** 2007-2010
Arts and Literacy for All Honolulu, HI
Participated in quasi-experimental research on the effect of arts strategies on reading comprehension.
- Honolulu Theatre for Youth** 2006-2008
In Our Own Words Kona, HI
Evaluated a two-year program investigating the influence of drama strategies on English language learners at a school on the Big Island of Hawai'i
- UH Mānoa, Curriculum Research & Development Group** 2006
Arts in Education Windward Research Project Honolulu, HI
Consulted in the development of scoring instruments. Evaluated and scored teacher performance in arts integration

INVITED PRESENTATIONS FOR TEACHERS & ADMINISTRATORS

East-West Center: Brunei English Teaching Apprentices <i>Language Alive! Drama Strategies for Multi-Language Learners</i>	2015 Manoa, HI
Maui Arts and Cultural Center <i>Asking Questions to Develop Curiosity</i>	2015 Kahului, HI
Turnaround Arts (Kamile Elementary, Waianae Elementary, Kalihi Kai Elementary) <i>Introduction to Arts Integration</i>	2015 Waianae, HI
Kula Elementary School <i>STEAM: Integrating Science, Engineering & Art</i>	2015 Kula, Maui
Maui & Baldwin Complex Area Administrators <i>Introduction to Arts Integration</i>	2013-2015 Kahului, Maui
Pomaika'i Elementary School <i>STEAM: Integrating Science, Engineering & Art</i>	2013-2015 Kahului, Maui
Hawai'i ArtsFIRST Summer Institute <i>Malama ka Aina: Investigating Cause and Effect Through Arts and Science</i>	2015 Honolulu, HI
Honolulu Theatre for Youth and Hawai'i Department of Education <i>Creative Engagement, Critical Literacy</i>	2015 Honolulu, HI
Maui Arts and Cultural Center <i>Universal Design for Learning Through Arts Integration: Access for All</i>	2014 Kahului, Maui
Hawai'i ArtsFIRST Summer Institute <i>STEAM: Igniting Curiosity & Creativity, Connecting Science & Arts</i>	2014 Honolulu, HI
Hawai'i Department of Education <i>Common Core and the Power of Arts Integration</i>	2014 Honolulu, HI
Honolulu Theatre for Youth <i>Malama Ko Aloha: Storytelling with Hula Ki'i, Compassion in the Classroom</i>	2014 Honolulu, HI
Maui Arts and Cultural Center <i>Malama Ko Aloha: Storytelling with Hula Ki'i, Compassion in the Classroom</i>	2013 Kahului, HI
Pomaika'i Elementary School <i>The First Days of School: Community, Excellence, & Vision Through the Arts</i>	2013 Kahului, HI
Hawai'i ArtsFIRST Summer Institute <i>STEAM: The Arts are Science at Work</i>	2013 Honolulu, HI
Pomaika'i Elementary School <i>ELA Common Core: Developing Reasoning Skills Through Drama Strategies</i>	2013 Kahului, HI
Maui Arts and Cultural Center <i>ELA Common Core: Developing Reasoning Skills Through Drama Strategies</i>	2013 Kahului, HI

Honolulu Theatre for Youth <i>Reading Comprehension for Struggling Learners</i>	2012 Honolulu, HI
Maui Arts and Cultural Center <i>Essential Questions & Critical Thinking Through the Arts</i>	2011 Maui, HI
Pomaika'i Elementary School <i>Essential Questions & Critical Thinking Through the Arts</i>	2011 Maui, HI
Hawai'i ArtsFIRST Summer Institute <i>Arts Integration Strategies for Reading Comprehension and Literacy</i>	2008 - 2011 Honolulu, HI
Honolulu Theatre for Youth <i>Strategies for Engaging and Motivating Students: An Arts Toolbox</i>	2011 Honolulu, HI
Ho'okulaiwi Center for Native Hawaiian and Indigenous Education <i>Performing Arts Integration Across the Curriculum (Ni'ihau Teachers)</i>	2010 Kauai, HI
Hawai'i Arts Alliance Arts and Literacy for All (ALA) <i>Drama and Dance Strategies in the Language Arts Curriculum</i>	2007-2010 Honolulu, HI
Pomaika'i Elementary School <i>Questioning: The Fine Art of Provoking Reflective Thought</i>	2010 Maui, HI
Honolulu Theatre for Youth <i>Reading Beyond the Page: Using Drama to Bring Literature to Life</i>	2008 Hilo, HI

INVITED PRESENTATIONS FOR TEACHING ARTISTS

Hawai'i Teaching Artist Institute <i>Assessment for the Teaching Artist</i> <i>Putting the Power Back Into PowerPoint</i> <i>Shifting with the Common Core</i>	2013 -2015 Honolulu, HI
Maui Arts and Cultural Center <i>Shifting with the Common Core</i>	2014 Kahului, Maui
Art Bento <i>Responding to Art with the Common Core</i>	2013 Honolulu, HI
Kalikolehua <i>Becoming Reflective Practitioners</i>	2012-13 Honolulu, HI
Hawai'i Arts Alliance & Hawai'i State Foundation for Culture and the Arts <i>Pedagogy Primer: Core Principals of Teaching and Learning</i>	2010-2011 Honolulu, HI
Hawai'i Teaching Artist Intensive <i>Artistic Perspectives: Developing Reflective Skills in Students</i>	2010 Honolulu, HI
Honolulu Theatre for Youth <i>Questions, Questioning, and Reflective Practice</i>	2010 Honolulu, HI
Hawai'i Arts Alliance & Hawai'i State Foundation for Culture and the Arts <i>The Art of Lesson Planning by Backward Design</i>	2008, 2010 Honolulu, HI

CONFERENCE PRESENTATIONS

- Teacher Education Division of CEC (TED)** 2015
Successes and Challenges of Implementing a Merged Elementary and Special Education Program in Hawaii. Co-Presented with Donna Grace, Amelia Jenkins, and Lysandra Cook. Tempe, AZ
- Teacher Education Division of CEC (TED)** 2015
Program Revision Impact on Pre-service Teachers' Efficacy for Inclusive Practices. Co-Presented with Lysandra Cook. Tempe, AZ
- American Alliance for Theatre Education (AATE)** 2015
Universal Design for Learning: Access Through Drama Milwaukee, WI
- Read to Me** 2015
Reading Comprehension Through Dramatic Engagement Honolulu, HI
- Council for Exceptional Children (CEC)** 2015
Are we Walking the Walk? An Examination of Co-Teaching in a Merged Elementary & Special Education Program. Co-Presented with Lysandra Cook. San Diego, CA
- Association for Teacher Educators** 2015
A Framework for STEAM integration. Co-Presented with Lori Fulton. Phoenix, AZ
- American Alliance for Theatre Education (AATE)** 2014
Shifting with the Core: Adapting and Adopting in the 21st Century Denver, CO
- Council for Exceptional Children (CEC)** 2014
The Use of Hawaiian Puppetry to Promote Compassion in the Classroom Braga, Portugal
- American Education Research Association (AERA)** 2014
Noncognitive Factors in Arts Integrated Learning Philadelphia, PA
- American Education Research Association (AERA)** 2014
Becoming Creative Practitioners Philadelphia, PA
- American Alliance for Theatre Education (AATE)** 2013
The Practitioner and the Researcher: Blurring the Roles to Strengthen Drama Education. Co-Presented with Daniel A. Kelin, II. Washington D.C.
- Pacific Consortium Conference (PCC)** 2013
Scientists are Artists: A Framework for Merging Processes in the Sciences and the Arts. Co-Presented with Lori Fulton. Honolulu, HI
- Contemporary Ethnography Across Disciplines (CEAD)** 2012
The Power of Playbuilding for Young English Language Learners New Zealand
- Schools of the Future Conference** 2012
Learning in the 21st Century: The Arts as Tools Honolulu, HI

First International Teaching Artist Conference <i>Approaching Evaluation in Professional Development: Problems and Possibilities for the Teaching Artist</i>	2012 Oslo, Norway
American Education Research Association (AERA) <i>Strengthening Arts Education Through Professional Development</i>	2011 New Orleans, LA
Contemporary Ethnography Across Disciplines (CEAD) <i>The May Day Show: Performances of Culture on Hawai‘i’s Elementary School Stages</i>	2010 New Zealand
Hawai‘i International Conference in Education <i>The May Day Show: Performances of Culture on Hawai‘i’s Elementary School Stages</i>	2010 Honolulu, HI
Children’s Literature Hawai‘i Conference <i>Reading Between the Lines: Using Drama in the Art of Inference</i>	2006 Honolulu, HI
American Alliance for Theatre & Education (AATE) <i>Performing Arts Integration by the Elementary Teacher; Novice to Expert</i>	2005 Chicago, IL
Ka ‘Aha Hula ‘O Halauaola International Hula Conference <i>Hula Moves: Learning to Dance Through “How To” Hula Texts</i>	2005 Maui, HI
The Keys to Science Education <i>Drama as an Alternative</i>	2005 American Sāmoa
Hawai‘i Council of Teachers of English <i>Integrating Drama throughout the Curriculum</i>	2004 Honolulu, HI
Hawai‘i State Teachers Association <i>Colors Inside of Me: Multiculturalism through Drama</i>	2001 Maui, HI
Hawai‘i State Teachers Association <i>The World of Literature: Opening Doors with Drama</i>	2000 Honolulu, HI Maui, HI
Teachers as Professionals Conference <i>Integration through Drama: Verbs and Viruses</i>	2004 Honolulu, HI
Governor’s Conference on Arts Education <i>Metaphor, Myth, and Motivation</i>	2004 Honolulu, HI
Children’s Literature Hawai‘i Conference <i>Literature to Life</i>	2001 Honolulu, HI

COMMUNITY SERVICE

Teacher Education Council: Fine Arts UH Manoa, College of education representative for ITE.	2013-2015
ArtsFIRST UH Manoa, College of Education representative on the steering committee.	2015
Arts Educator Hui A coalition of organizations involved in educating teachers to ensure all children have meaningful arts experiences.	2014-2015
Hawai'i Teaching Artist Professional Development Steering Committee Planning and coordination of activities for Hawaii's teaching artists	2013-2015
Hawai'i State Foundation on Culture and the Arts (HSFCA) Artists in the Schools (AITS) Advisory task Force Artists in the Schools (AITS) grant selection panel & consultant Artistic Teaching Partners (ATP) roster selection panel & consultant Arts Bento grant panel Biennium grants panel – Presenting and Performing Arts	2007 - 2015
Hawai'i Arts Alliance Member and consultant	2001-2015
Kamalani Academy Advisory Board member in the development of a new arts integration public charter school.	2015
Improv-Ed Hawai'i Board Member for a non-profit organization with a mission to provide educational experiences using improvisation to develop life and learning skills	2012-2014
Hālau Mōhala 'Ilima Participant in hālau life; consultant for Naoneala□a, outreach in education	2004-2011
College of Education Doctoral Student Association: University of Hawai'i Chair	2004-2005
College Advisory Council: COE, University of Hawai'i Member	2004-2005
College of Education Senate: COE, University of Hawai'i Member	2004-2005
Educational Perspectives Editorial Board: COE, University of Hawai'i Member	2004-2005

SELECTED CREATIVE EXPERIENCE

<i>From Me to You</i> , Hawai'i Public Radio	Actor	2014
<i>Tasi's Gift</i> , Honolulu Theatre for Youth	Co-Playwright	2011
<i>Aloha Shorts</i> , Hawai'i Public Radio	Actor	
<i>Waiting for Henry</i>		2012
<i>First</i>		2011
<i>Fear Over the Ala Wai</i>		2011
<i>Sister from Another Planet</i>		2008
<i>The Smell of Rotting Mangoes</i>		2008
<i>Selected poems by Kathy Phillips</i>		2007
<i>Salvation</i>		2006
<i>Snowbird</i>		2004
<i>Grossology</i> , Honolulu Theatre for Youth	Director	2006
<i>Life is a Dream</i> , Lizard Loft (The Arts at Mark's Garage)	Actor	2006
<i>A Friendly Game of Death</i> , Murder Mystery Players	Director	2004
<i>A Midsummer Night's Dream</i> , Honolulu Theatre for Youth	Director	2003
<i>The Rubies of Nepal</i> , Murder Mystery Players	Actor	2003
<i>Duck, Duck, Scrooge</i> , Loose Screws (The Arts at Mark's Garage)	Actor	2002
<i>Theatrefest</i> , Honolulu Theatre for Youth	Director	2002
<i>La Traviata</i> , Hawai'i Opera Theatre	Assistant Stage Manager	2002
<i>Carmen</i> , Hawai'i Opera Theatre	Assistant Stage Manager	2002
<i>UnCommon Sense</i> , Honolulu Theatre for Youth	Director	2002

PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA)

International Congress of Qualitative Inquiry (ICQI)

American Alliance of Theatre Educators (AATE)

Hawai'i Arts Alliance (HAE)

Hawai'i State Foundation for Culture and the Arts (HSFCA)

AWARDS AND HONORS

Hawai'i Community Foundation Grant (supporting <i>The May Day Show</i> research)	2007
University of Hawai'i College of Education: McInerny Scholarship	2005-2006
University of Hawai'i College of Education: Lin Scholarship	2004-2005
University of Hawai'i College of Education: Award of Excellence in Arts Education	2004
USA Funds Hawai'i Silver Anniversary Scholarship	2004-2006
Hawai'i Community Foundation: Alma White Delta Kappa Gamma Scholarship	2003-2005
Hawai'i Community Foundation: Dr. Hans & Clara Zimmerman Foundation Grant	2003
American Alliance of Theatre & Education: Lin Wright Special Recognition	2002
Creative Arts Team: Outstanding Contribution	2000
Independence High School: Honorary Member of Order of the Patriot	1996
Cooke Scholarship: Full scholarship for undergraduate studies	1990-1994

Attachment X
School-Specific Measures

School-Specific Performance Goal #1	<i>What is the proposed school’s school-specific performance goal #1?</i> Student Success in English Language Arts/Literacy, Math, and Science															
Measure	<i>How will the proposed school assess and demonstrate performance toward this goal?</i> This goal will be measured through the HIDOE’s chosen standardized assessment (SBAC) for ELA/Literacy and Math and the Hawaii State Assessment in (HSA) in Science															
Metric	<i>How will the proposed school quantify this measure? For Conversion Charter School applicants, is the proposed Conversion Charter School tracking this data now?</i> The measure will be quantified as follows: <ul style="list-style-type: none"> • Baseline data will be collected in SY 2017-2018 • That data will be compared to the Leilehua Complex data since it is assumed that the majority of students will be from that complex. Data points have already been identified for the complex through 2018. • School data will be compared with the data points identified for the complex, thus allowing Kamalani the opportunity to do a temperature check in its first year of operation. • Kamalani will utilize the same percentage increase that the complex uses to create targets for future years. Currently those percentage increases are: <table border="1" style="margin-left: 40px;"> <thead> <tr> <th>Standardized Assessment</th> <th>Percentage Increase</th> </tr> </thead> <tbody> <tr> <td>English Language Arts/Literacy</td> <td>4%</td> </tr> <tr> <td>Math</td> <td>5%</td> </tr> <tr> <td>Science</td> <td>6%</td> </tr> </tbody> </table>	Standardized Assessment	Percentage Increase	English Language Arts/Literacy	4%	Math	5%	Science	6%							
Standardized Assessment	Percentage Increase															
English Language Arts/Literacy	4%															
Math	5%															
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Targets	<i>What targets will the proposed school achieve?</i> Kamalani Academy will, at a minimum, meet the goals set for the Leilehua Complex Schools. Additionally, through the delivery of a culture-based, arts integrated curriculum, it is expected that Kamalani will exceed these targets beginning in Year 3. <table border="1" style="margin-left: 40px;"> <thead> <tr> <th>Assessment</th> <th>SY 17 – 18 Baseline</th> <th>SY 18 – 19</th> <th>SY 19 – 20</th> <th>SY 20-21</th> </tr> </thead> <tbody> <tr> <td>ELA/Lit</td> <td>62%</td> <td>66%</td> <td>70%</td> <td>74%</td> </tr> <tr> <td>Math</td> <td>58%</td> <td>63%</td> <td>68%</td> <td>73%</td> </tr> </tbody> </table>	Assessment	SY 17 – 18 Baseline	SY 18 – 19	SY 19 – 20	SY 20-21	ELA/Lit	62%	66%	70%	74%	Math	58%	63%	68%	73%
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ELA/Lit	62%	66%	70%	74%												
Math	58%	63%	68%	73%												

	Science	68%	74%	80%	86%								
Rationale for Goal	<p><i>Why is this goal important to the proposed school's mission?</i></p> <p>The mission of Kamalani is to increase academic achievement through a focus on our common culture and arts integration. This goal is aligned with the HIDOE Strategic Plan and serves as a common measuring stick for Kamalani Academy and its neighboring schools.</p>												
Assessment Reliability and Scoring Consistency	<p><i>How will the proposed school demonstrate both the reliability and scoring consistency of the assessment(s) the proposed school plans to use, if non-standardized?</i></p> <p>Kamalani will use the assessments used by the HIDOE, thus ensuring reliability and scoring consistency.</p>												
Baseline Data	<p><i>What is the proposed school's beginning data point?</i></p> <p>The baseline data points will be collected in SY 2017-2018. At this time it is expected that they will mirror the data points set by the Leilehua Complex. It should be noted that a review of the Complex Trend Report for SY 2014 – 2015 indicated a decline in scores; this may be attributable to the change from the HSA to the Smarter Balanced Assessments, as data from SY 2012-2014 and 2013-2014 generally exhibited an upward trend.</p> <table border="1" data-bbox="495 989 1206 1178"> <thead> <tr> <th>Assessment</th> <th>SY 17 – 18 Baseline</th> </tr> </thead> <tbody> <tr> <td>English Language Arts/Literacy</td> <td>62%</td> </tr> <tr> <td>Math</td> <td>58%</td> </tr> <tr> <td>Science</td> <td>68%</td> </tr> </tbody> </table>					Assessment	SY 17 – 18 Baseline	English Language Arts/Literacy	62%	Math	58%	Science	68%
Assessment	SY 17 – 18 Baseline												
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Attachments	<p><i>Provide optional attachments to illustrate the assessment(s). (Note and attach relevant school-developed assessments and/or assessment tools.)</i></p>												

School-Specific Performance Goal #2	<p><i>What is the proposed school's school-specific performance goal #2?</i></p> <p>Students will show growth of at least one (1) year in Reading and Mathematics annually. This goal, although it may appear to be identical to SSP #1; however, Kamalani students must strive to not only show</p>
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	growth, but also demonstrate or exceed proficiency in the core curriculum.
Measure	<i>How will the proposed school assess and demonstrate performance toward this goal?</i> Kamalani will use standardized assessment tools (AIMS Web or STAR) to assess students on a regular basis.
Metric	<i>How will the proposed school quantify this measure? For Conversion Charter School applicants, is the proposed Conversion Charter School tracking this data now?</i> Baseline information will be collected followed by quarterly reports. The date will be quantified using enrollment records for all students, with an initial focus on the first cohort of students (SY 2017-2018 and beyond).
Targets	<i>What targets will the proposed school achieve?</i> Incremental growth will be determined after baseline data has been collected, with an expected minimum gain of 10% annually.
Rationale for Goal	<i>Why is this goal important to the proposed school's mission?</i> This goal allows us to demonstrate student growth on an individual and group basis, thus ensuring that Kamalani students strive for proficiency and beyond.
Assessment Reliability and Scoring Consistency	<i>How will the proposed school demonstrate both the reliability and scoring consistency of the assessment(s) the proposed school plans to use, if non-standardized?</i> STAR and AIMS Web are commercially available standardized tests that have validity and reliability. Measurements are based on the Strive HI formula, ensuring reliability and consistency in administration, scoring, reporting, evaluating, and planning.
Baseline Data	<i>What is the proposed school's beginning data point?</i> The baseline data will be collected at the beginning of each school year or when a student enrolls at anytime during the school year.
Attachments	<i>Provide optional attachments to illustrate the assessment(s). (Note and attach relevant school-developed assessments and/or assessment tools.)</i>

Attachment Y

Application and Enrollment Policy

Enrollment Applications for SY 2017-2018 will be accepted starting February 1 to March 13, 2017. Applications will be available on our website starting February 1, 2017. Once available, the application form can be downloaded as a PDF file, printed, filled out and mailed to Kamalani Academy or submitted on-line. Applications have a deadline of 3:00 p.m. on March 13, 2017. All applications go into a public lottery system as more applications are received than spaces available. The lottery will take place at Kamalani Academy on April 3, 2017 at 9:00 a.m. Applicants do not need to be present.

IMPORTANT ADMISSION INFORMATION FOR PARENTS

Thank you for your interest in our charter school. As a school of choice, prospective families will want to explore our website to learn about Kamalani Academy's philosophy and instructional program. Information learned about the school will help parents understand the level of participation expected from parents and know if the Kamalani Academy program meets their child's learning style and needs.

The following summary outlines how children are admitted to our school. For further information and/or questions, send an email to info@kamalaniacademy.net. Include your contact information (email, phone number, and best time to call).

Who Can Apply: Kamalani Academy has an open admission policy regarding all who wish to attend. It does not target any particular student population. It is intended that all students be admitted in compliance with state and federal mandates. The only eligibility requirement for all students is that families must agree to and support the Kamalani Academy Vision, Mission, and Student Code of Conduct.

Minimum Age Requirement: Kamalani Academy follows the August 1 Federal age requirement for enrollment. Children entering sixth grade must be eleven (11) years old by August 1 of their entry year. Children who are younger may be developmentally unprepared to enter our program.

Parent Volunteers: Kamalani Academy is a school of choice open to all. Parents determine if enrollment at Kamalani Academy will provide an appropriate learning environment for their child based on educational setting, expectations for students, and services available. Parents also must determine if they are willing to commit to parent participation expectations. Parent volunteers are valued at Kamalani Academy. Parent volunteers help Kamalani Academy meet the vision and goals of the school. There are many ways for parents to help. By submitting an application for your child, you are committing to active participation in the school through volunteering.

Special Needs Applicants: The Department of Education has developed a policy regarding the

enrollment of Special Education students in charter schools. The purpose of this policy is to ensure that students and their families are aware of the services available at the charter school. Students who have been identified as needing Special Education Services, have an IEP, and are selected in the lottery are offered enrollment after it is determined that the staff at Kamalani Academy can provide the services needed for that child. Parents will meet with the home school and Kamalani Academy teams to determine what services are needed for their child and what services Kamalani Academy can provide.

SPED students at Kamalani Academy receive services from a Special Education Teacher using an inclusion model (students are not pulled out of their classroom for servicing; rather they receive services in the classroom in their regular setting.)

If SPED services are required that Kamalani Academy cannot provide, the child's placement will be at his/her home school where services can be provided.

Lottery: In the event that more students apply for admission than space allows, the school will admit students based on a public lottery system as required by federal mandate. A lottery is a random selection process by which applicants are admitted to the charter school.

Each completed application will be drawn in random order to fill the available open slots. Once the openings are filled, the subsequent applicants will be assigned a wait list number. In the event that more than one child from a single family has applied to the same grade level (twins), one child will be placed in the lottery and one number will be assigned to both children.

Application and Lottery Dates / Notification of Results: Applications are accepted starting February 1 up to the deadline date of March 13, 2017. The lottery will be held April 3, 2017 at 9 a.m. Parents and applicants do not need to be present for the drawing. Students whose names are drawn in the lottery and space is available, will be offered enrollment on April 5, 2017 via phone call. Waitlist students will have their name added to the existing waitlist until September 29, 2017. These applicants will be notified via a letter of their waitlist status. After September 29, 2017, applications of students who have not been offered a slot will be purged. Applicants must reapply the following year for participation in the enrollment lottery.

Lottery Exemptions and Order: The only students exempt from the lottery are returning students, siblings of Kamalani Academy students, and students of staff, board members, and founding board members. The order in which openings are filled is as follows:

- Returning students from current school year
- Younger siblings (including stepchildren) of students/former students, and
- Children of Kamalani Academy staff and board members

Applicants on wait list from previous year's lottery (if grade level openings are available)

- Applicants for school's entry grade level - If more applicants apply than openings, a public lottery will be held

- Ranking of lottery - All non-placed students shall be wait-listed in the order in which they are drawn in the lottery. The starting waitlisted number for each grade level will be determined by total number of existing waitlisted students for each of the grade levels. If after April 3rd there are spaces available and no waitlisted applicants, then from that time forward all students shall be admitted on a first-apply, first-offered basis.
- Parents do not need to be present at the lottery to gain entry for their child. Families of children accepted for enrollment through the lottery will be notified by phone and/or a mailed letter. If a family cannot be reached by phone and the letter is returned without forwarding information, the school will go to the next child on the list to offer enrollment.

Documents

Parents and guardians will need to bring the following documents and forms to upon enrolling in Kamalani Academy:

- Student Health Record
- Birth Certificate
- Proof of current address
- Documents from a previous school
- Legal documents

1. Student Health Record

Kamalani Academy works in conjunction with the Department of Health to ensure that students meet key [health and immunization requirements](#). By the first day of school, all students entering school in Hawaii for the first time must have:

- Tuberculosis (TB) clearance, AND
- A completed [student health record](#) that includes:
 - Physical examination (PE)
 - All required immunizations
 - OR,
 - a signed statement or a medical appointment card from your child’s doctor to prove that your child is in the process of completing missing immunizations or the PE

Students who have not completed these requirements by the first day of school will not be allowed to attend school until these requirements are met.

If your child requires emergency rescue medications or other daily/routine medications, please fill out [this form](#) and take to the school.

2. Birth certificate

If a student is from a foreign country, the student’s passport or student visa is acceptable.

3. Proof of current address

- Documentation by the parent or legal guardian of the child's legal residence.
- Children experiencing [homelessness](#) are covered by enrollment guidelines provided in the McKinney-Vento Act.

4. Documents from a previous school

For students in grades other than Kindergarten, the following documents are needed:

- **School Documents**
 - release packet with an unofficial transcript or latest report card, and
 - Individualized Education Plan for students in special education
- Legal Documents (if applicable):
 - Power of Attorney if the child is not living with the parents
 - Temporary Restraining Order
 - Guardianship documents
 - Legal name change
 - Court orders

Attachment Z

47-510 Lulani Street
Kaneohe, Hawaii 96744-4719
February 6, 2016

To Whom It May Concern:

I am writing this letter to give support to the proposal for Kamalani Academy, a charter school that will be in Wahiawa.

I lived in Wahiawa for eight years when I was Sr. Pastor of Wahiawa United Methodist Church. During that time I joined the Rotary Club of Wahiawa-Waialua, and I am now president of that Rotary Club. Even though I no longer live in Wahiawa I stay connected to that community through Rotary and other civic groups.

Ms. Laumatia gave a presentation to our Rotary Club this week, and I was very impressed. The Board members have impressive credentials, the curriculum is an integrated curriculum that promotes connections between different subjects, joy of learning, problem solving, and will prepare students for life in our technical culture.

We were satisfied that Board Chairperson, Ms. Ku'uipo Laumatia, who has an MBA, has a plan that is fiscally sound.

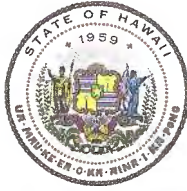
I believe there are many children and youth in Wahiawa who will benefit from this educational opportunity, and I urge you to give approval and support for Kamalani Academy.

Thank you for your consideration.

Sincerely,

Frances M. Wiebenga

Rev. Dr. Frances M. Wiebenga, President
Rotary Club of Wahiawa-Waialua



The Senate

STATE CAPITOL
HONOLULU, HAWAII 96813
SENATOR DONOVAN M. DELA CRUZ

February 1, 2016

To Whom It May Concern:

I am pleased to write this in support of Kamalani Academy School's request for approval to operate as a public charter school. They propose to operate as a tuition-free, arts-integrated curriculum school using various forms of art to stimulate creative thinking and strategies.

Apart from the traditional teaching methods, arts integration is also known as whole child learning through active movement, involvement and group work. Because the curriculum includes drama, visual arts, music and dance, it enables students to express themselves in a way that appeals to them and not be limited to conventional learning.

Experience has been that arts immersion learning also resulted in students having increased self-confidence and the ability to communicate effectively because it encourages students to collaboratively solve creative challenges and also helps to develop social skills from a young age.

I hope a favorable consideration could be given Kamalani Academy's request for approval to operate as a public charter school as it will allow parents the opportunity to choose an option aside from conventional learning to an arts-integrated curriculum for their children.

Sincerely,



Senator Donovan M. Dela Cruz
District 22

State Senate, State Capitol
415 S. Beretania Street, Rm. 202
Honolulu, HI 96813
Phone: (808) 586-6090 Fax: (808) 586-6091
Email: sendelacruz@capitol.hawaii.gov



OFFICE OF REPRESENTATIVE MARCUS R. OSHIRO

State Capitol, Room 424, Honolulu, Hawaii 96813

Phone: (808) 586-6700 • Fax: (808) 586-6702 • E-Mail: repmoshiro@capitol.hawaii.gov

February 4, 2016

To Whom It May Concern:

My name is Marcus R. Oshiro, and I am the Representative of the 46th District (Wahiawa, Whitmore Village, Launani Valley) of the House of Representatives of the State of Hawaii. I am urging your support for the establishment of Kamalani Academy as a Charter School in Wahiawa, Central Oahu.

Wahiawa is an ethnically diverse community that faces the daunting challenges of the twenty-first century. No longer can our residents rely on the pineapple plantation as the primary source of employment in the region. To survive, our citizens must have the necessary skills to compete in the marketplace.

Education is key to Wahiawa's survival. It is imperative that our youth learn the skills they will need to obtain good-paying jobs. Only by supporting the education of our youth can we protect and preserve Wahiawa's unique way of life for generations to come.

The establishment of a Charter School in Wahiawa, Central Oahu, will provide our citizens with an alternative to the traditional public school experience. Modeled after the highly successful Doral Academy of Nevada, a 5-star, accredited arts integration charter school, Kamalani Academy will utilize the teaching of arts as the basis for learning – where academic mindsets of the students will include drive with traits of mastery and persistence, a sense of belonging, and an intrinsic value for learning. . . strategies for learning, such as variety, visualization, and creative problem solving.

Accordingly, I urge your support for the establishment of Kamalani Academy as a Charter School in Wahiawa, Central Oahu.

Thank you for your consideration. Should you have any questions, please do not hesitate to contact me at 586-6700.

Very Truly Yours,

REPRESENTATIVE MARCUS R. OSHIRO
46th District (Wahiawa, Whitmore Village, Launani Valley)

U N I V E R S I T Y O F H A W A I I ' I A T M Ā N O A

College of Education
Institute for Teacher Education

January 14, 2016

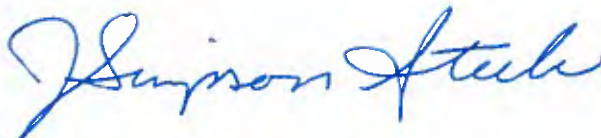
To Whom It May Concern,

I am writing with enthusiastic support for the developing partnership between the University of Hawaii's College of Education, Institute for Teacher Education, and Kamalani Academy. There are many fruitful ways a collaboration between the two could support one another. For example:

- 1) Faculty members who are arts educators, actively involved in the professional development of both pre-service and in-service teachers may be available to support the professional development of Kamalani faculty through workshops, classroom demonstrations, and/or coaching.
- 2) Teacher candidates at the College of Education study under the mentorship of an experienced teacher. As the Kamalani classroom teachers become proficient as arts integrators, they will become excellent mentors for emerging teachers who are just beginning to study ways to actively engage children through culturally responsive pedagogy. In return, teacher candidates support classroom learning by providing tutoring, co-teaching, lowering the student-teacher ratio, and creating an environment where reflective practice spurs ongoing development. What's more, Kamalani can begin influencing the practices of new teachers who will become prospective faculty at Kamalani.
- 3) UH faculty who are interested in researching the influence of the arts in a child's learning might engage Kamalani administration, teachers, families, and students to contribute to the body of evidence supporting arts education and arts integration partnerships. By participating in such research, the Kamalani community will learn more about itself.

Kamalani Academy has the potential to become a great community resource beyond the boundaries of its own walls. Before that, its administration and faculty will be learning and growing as it defines its identity and develops its pedagogy. It is my personal hope to be a part of that journey.

Please contact me if you have further questions,



Jamie Simpson Steele
Assistant Professor of Performing Arts Education
jamiesim@hawaii.edu

January 9, 2016

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Director of Drama Education

Hawaii State Public Charter School Commission
Regarding the proposed Kamalani Academy

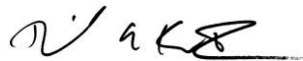
Dear Commission:

The possibility of an Oahu-based, arts integrated charter school is not only an exciting idea, but one that would be, I believe, very welcomed. I truly hope Kamalani Academy blooms. Honolulu Theatre for Youth (HTY) supports the endeavor, dedicated as we are to engaging young people in, through and about theatre. As a potential partner in the endeavor, HTY could offer the new school field trips to the theatre, providing Kamalani Academy students the opportunity for regular interaction with professional theatre performances. More than simply visits, however, we would embrace a more collaborative partnership through which HTY staff might provide arts-based and arts-integrated learning experiences for the students, collaborative teaching experience with Kamalani teachers, and professional development workshops and training for teachers.

HTY has a rich history of collaborating with fellow arts organizations, schools and other organizations that recognize the power of arts learning experiences for children. We know that having additional institutions dedicated to such a mission will only better our community and HTY as well.

We look forward to engaging in further conversation with the proposed school and their planners and advocates about future possibilities. Please feel free to contact me for further information about HTY and our support, if desired.

Aloha,



Daniel A. Kelin, II
Director of Drama Education

**Hawai'i
Arts
Alliance**



*A member of the
Kennedy Center
Alliance for Arts
Education Network*

January 13, 2016

To whom it may concern,

I am writing in support of developing a community partnership with Kamalani Academy and its work as an arts integrated charter school.

Hawai'i Arts Alliance, founded in 1980, is the only statewide nonprofit for all the arts that belongs to the national Kennedy Center Alliance for Arts Education Network, a major program of the John F. Kennedy Center for the Performing Arts in Washington, D.C. In addition to representing 145 organizations and 700 individuals with a combined statewide membership of over 35,000, Hawai'i Arts Alliance is one of six named partners in the ARTS First Partners. ARTS FIRST is a network of organizations whose mission is "to work collaboratively to create the conditions and culture that promise a comprehensive high-quality arts education – learning in, about, and through the arts – for every student in Hawai'i." In support of this work, the Hawai'i Arts Alliance works directly with classroom teachers, art educators and students to achieve these outcomes through its professional development workshops and its work as local partner for Turnaround Arts, a signature program of the President's Committee on the Arts and the Humanities.

The Alliance looks forward to the registration and participation of Kamalani Academy staff in our professional development offerings such as our ARTS FIRST Institute.

I can be reached at 808-533-2787 if you have any further questions.

Sincerely,

Lei Ahsing
Education Director

P.O. Box 3948
Honolulu, Hawai'i
96812-3948
Phone: (808) 533.2787
Fax: (808) 526.9040
arts@hawaiiartsalliance.org
www.hawaiiartsalliance.org

Kamalani Z-7



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Kāneʻohe, HI 96744

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www.thepaf.org

Place-based education

*When we understand our
connection to land,*

*When we accept responsibility for
our actions to the land and sea,*

*When we are accountable for our
own learning,*

*When we strive to become
stewards.*

*When we appreciate history and
the importance of language and
culture,*

*We kindle the light of hope within
ourselves to spark enlightened
pathways for future generations
whose journey towards global
sustainability is forever more.*

H. Lee, Jr.

March 4, 2016

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

Aloha,

Established in 1993, the Pacific American Foundation (PAF) is a national 501c (3) nonprofit, tax-exempt organization with the mission to “*improve the lives of Pacific Americans through service with dignity, courage, humility, and competence.*” PAF’s goal is to influence systemic change in the educational system that preserve and perpetuate traditional indigenous ways of knowing for emerging Pacific Century leaders, college career readiness, culturally responsive research, evaluation and assessment, economic and community partnership development.

PAF is submitting this *Letter of Support on behalf of Kamalani Academy, an Integrated Arts Pubic Charter School.* Kamalani Academy will enhance our public education system and communities served by providing added benefits of excellence, rigor and multidisciplinary integration through important approaches honoring the role of Hawaii’s diverse cultures.

Historically, King David Kalakaua preserved our Hawaiian language, and hula through the integrated arts. Today, we experience a global impact of this cultural legacy of Aloha. Problem-based learning aligns to performance-based competencies exemplified across our traditional culture and the arts. Indigenous ways of knowing and doing shall bring to the heart and soul of Kamalani Academy students the humanities and their contribution to our place called mother earth -- Honua. Nestled in the ahupua’a and moku of East Oahu, students will be able to integrate the arts with sciences in preparation for the 21st Pacific Century.

In addition, Dr. VerlieAnn Malina-Wight, PAF Board Chairman has personally committed to Kamalani Academy her in-kind professional services as a Strategic Visioning Elder to contribute her 50 years of international, national, state education experiences. We look forward to working with Kamalani Academy by leveraging resources to collectively impact our communities towards sustainable prosperity, wellness, education and culture-based values and practices through all of the integrated arts. *Maika’i loa!*

Me ke aloha pumehana,

Herb Lee, Executive Director



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

Aloha,

The Waikīkī Hawaiian Civic Club (WHCC) is a chartered member of the Association of Hawaiian Civic Clubs since 1964. WHCC is dedicated to the promotion and perpetuation of traditional native Hawaiian values and practices and has a long history of involvement in diverse areas including native health, education, and the environment. It has also been involved with several Hawaiian language immersion projects relating to native language and cultural practices.

We are writing to express our support for the Kamalani Academy charter school application, of which cultural diversity is an important component. The Civic Club has worked with the Hawaiian Studies Faculty at the University of Hawaii-Manoa and foster families in conducting workshops in imu, fish, and salt preparation, taro cultivation, and uses of the coconut and kukui plants. Our community service has included events at the Royal Mausoleum, Mauna Ala, providing toiletries to various groups, and awarding educational scholarships. The Club will continue with these kinds of activities, educating the public in Hawaiian practices and culture and contributing to the community. We look forward to partnering with this new school in providing its students with cultural experiences like these.

If there is anything else you would like to know regarding our interest in supporting and working with Kamalani Academy, please feel free to contact me.

Sincerely,

Lisa Letoto-Ohata
President
Waikiki Hawaiian Civic Club
c/o 1711 East-West Rd. #650
Honolulu, HI 96848-1711

For more info visit- <http://waikihcc.org>



The Mana'olana Foundation, Inc.
P.O. Box 893384
Mililani, HI. 96789
808-206-5946

February 3, 2015

TO WHOM IT MAY CONCERN,

On behalf of The Mana'olana Foundation, we are pleased to offer our support and community partnership with The Kamalani Academy and its work in the arts integration public charter school program.

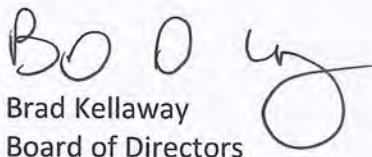
Founded on the core principles of Hope, Faith, Charity, The Mana'olana Foundation strives to inspire a sense of self-reliance to all Native Hawaiians through a set of programs designed to enable individuals to reach their personal goals and dreams. Our belief is that through education, partnerships, community involvement and financial assistance, every Native Hawaiian can reach his or her full potential and become productive members within their community and society.

It is our vision to make it possible for every Native Hawaiian across the globe to achieve his/her dreams. Our Philosophy is 'IMI 'IKE – To seek knowledge; and to inspire action. Other goals include helping Native Hawaiians develop self-confidence while learning strategies and skills that will lead them to a future of promise and possibilities. Our priorities include a tailored approach which offers specific solutions to specific problems through a combination of education assistance, vocational and life skills training, employment skills, and counseling and mentoring. The Foundation programs are tailored to the individual and challenges each person to take action to achieve his/her dreams.

We look forward to a long and lasting partnership with Kamalani Academy and strive for mutual cooperation for the benefit of others.

Please contact me if you have any questions.

Sincerely,


Brad Kellaway
Board of Directors



February 19, 2015

To Whom It May Concern:

We are pleased and excited to learn about the Kamalani Academy and its vision to launch an arts integrated charter school. I am writing to you in hopes of developing a community partnership that would support Kamalani Academy's mission and objectives.

Founded in 2002, HI FusionED is a 501(c)(3) not-for-profit organization that connects K-12 educators with local professionals from industry and academia to co-develop science and technology enrichment activities for students. We leverage integrated technology and our network of community partners to develop project-based, culturally responsive approaches and professional development and training. We also provide consultation services based on Design Thinking methodologies to help schools transition towards student-centered learning environments. HI FusionED programs target underserved communities, prioritizing diversity in all our initiatives.

Through our extended network, we have been able to offer schools the following multidisciplinary learning activities:

- Robotics
- 3-dimensional computer aided design
- Maker movement consultation and support
- Hydroponic and aquaponic food production
- Design Thinking based consultation and training for administrators, staff, faculty and students
- Jr. Engineering activities for PreK and Kindergarten (introduction to electronics, coding and renewable energy technologies)

We look forward to learning more about Kamalani Academy and to explore the opportunity to join you on this incredible journey.

Please contact me if you have questions or need additional information.

Mahalo,

A handwritten signature in black ink, appearing to read 'Lynn N. Fujioka'. The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Lynn N. Fujioka, President

Dear Board Chair Ku'uipo Laumatia, thank you for your presentation about Kamalani Academy as the guest speaker at the Wahiawa Lions Club's Feb. 3, 2016 meeting.

We were pleased to learn more about your Board's plan for the proposed new arts immersion charter school in the Wahiawa area.

Tonight, Feb. 3, 2016, the Wahiawa Lions Club Board of Directors voted unanimously to support your plan.

The Wahiawa Lions Club wishes you well in your efforts to bring Kamalani Academy into reality.

Aloha, Don Robbins

Wahiawa Lions Club President

Attachment AA

This is not applicable, as a school site has not been secured.

Kamalani Academy Start Up Plan

StartUp Task Name	Task Description and Status	Owners	Timeline
Source Sites for Proposed School's Facility	Meetings with realtors, potential site owners, KA Board members, and AcademicaNV(AN) CEO & facility mgr	Kuuipo Laumatia (KA) & Bob Howell (AN)	1/15-1/16
Source & Negotiate Use of Current Site (OLS)	Site visits at Our Lady of Sorrows School (OLS), discussions/negotiations with Pastor/Parish Leadership to obtain a lease agreement	Bob Howell & Father Richard McNally (OLS)	5/15-8/16
Inspection of OLS Site for Cost Estimates	Inspection visits by architects, engineers, contractor, AN to determine renovation needs, code requirement upgrades, etc. to estimate OLS facility readiness costs	Bob Howell & Mike Muromoto (DP) Design Partners Inc. architectural firm	11/15-2/16
Obtain Financing for OLS Facility Renovation	Meetings, emails, discussions and eventually final approval on financing OLS renovations by Turner-Agassi Charter Funding Foundation (TA)	Bob Howell & Aarthi Sowrirajan (TA)	12/15-8/16
Facility Renovation Activities	Planning, executing, monitoring and controlling and completing renovation (includes CUP permit required & neighborhood board meeting minutes)	Bob Howell & Mike Muromoto	1/16-6/17
MILESTONE A: Physical Site (OLS) Has Been Financed and is Move-in Ready	All facility tasks completed, Certificate of Occupancy received, building is ready for internal furnishings and set-up rooms	Ku'uipo Laumatia & Bob Howell	7/17
Start Up Period Funding	Year 0 (2016-2017) Start Up Funding \$25k provided for essential start-up costs (mailers, meeting costs, etc.); already provided and in use	Bob Howell & Kuuipo Laumatia	2016-2017
Start Up Period Funding with Grants or Fundraising Activities	N/A as KA will complete all start up tasks using Start Up Funding provided	N/A	N/A
Human Resource Requirements – (KA donated labor)	Principal Martha Evans, KA Board – Kuuipo Laumatia & Steve Davidson are donating their hours of labor (500 each) to work on start-up tasks as needed; we also have a Project Manager (PM) and Project Coordinator (PC) donating at least 200 labor hours each as needed	Martha Evans, Kuuipo Laumatia & Steve Davidson; Valerie Wong – PM and Craig Ponting - PC	2016-2017
Start Up Tasks Support from Academica Nevada – (0 cost labor)	Bob Howell and Academica Nevada team have committed to performing required start up tasks as needed to get KA ready to open, as they do on all new charters they support to receive approval	Bob Howell & AN Team	2016-2017
MILESTONE B: Start Up Period Tasks Funding Received	Start Up Period – Year 0 Funding Received and human resource	Bob Howell & Ku'uipo Laumatia	2016-2017

Kamalani Academy Start Up Plan

StartUp Task Name	Task Description and Status	Owners	Timeline
	commitments (donated labor) received		
Marketing Activities for Potential Students	Mailers sent to all homes of children ages 3-11 for parent interest meetings 12/15/15 and 2/9/16 (12,000+ homes), two successful parent interest meetings generating 80+ parents & students interested in KA, continued mailers for future meetings, KA website announcements, emails to interested parents/teachers from website, KA instagram & twitter posts and feeds, word of mouth parents to other parents, activities will continue until enrollment caps	Kuuipo Laumatia & Blaine Fergerstrom – Director KA Communications	9/16-8/17
Activities to Develop Partnerships with Other Charter Schools, DOE Schools, and Private Schools	Meetings, emails, presentations, site visits with Kawai Hona, Voyager, Malama Honua, Lehua Elementary, Pomaika'i Elementary, Hoala, Trinity Lutheran, Wahiawa Baptist, Headstart – Wahiawa Elementary and Ka'ala, Rainbow Preschool and future similar contact activities to partner with other schools and source students who may fit more with KA's teaching approach	Martha Evans – KA Principal, Kuuipo Laumatia	1/15-8/17
Community Awareness Events & Presentations	KA has presented to: the Wahiawa Minister's Group and provided flyers and brochures to all the pastors for their congregations, the Lion's Club, the Rotary Club, the Neighborhood Board, the area legislators, and has many upcoming meetings and community awareness events (i.e. a carnival) planned for the upcoming year and a half	Martha Evans, Steve Davidson, Kuuipo Laumatia	12/15-8/17
Enrollment Opening Activities	Official Start of Open Enrollment Period for 2017-2018 School Year (website), including lottery if needed	Martha Evans, Blaine Fergerstrom	3/17-8/17
MILESTONE C: Projected Enrollment Numbers Met	By the time KA opens in August 2017 we will have achieved our projected enrollment numbers	Martha Evans & Kuuipo Laumatia	8/17
Principal Recruitment and Selection	KA has interviewed several principals and selected Martha Evans 40+ years teaching, developing curriculum, public and private administration roles	Kuuipo Laumatia, KA Governing Board	1/16

Kamalani Academy Start Up Plan

StartUp Task Name	Task Description and Status	Owners	Timeline
Arts Integration Curriculum Specialist Recruitment and Selection	KA has interviewed and will continue to source and interview for this leadership role until a candidate has been selected	Martha Evans, KA Governing Board	7/15-12/16
Teacher and Teacher's Aide/Specialists Recruitment and Selection	Teacher/Teacher's Aide/Specialists interested in KA (data collected via KA website -14 to date), teacher fairs, online recruitment, social media marketing, UH Manoa College of Education and BYU Hawaii partnerships	Martha Evans, Arts Integration Curriculum Specialist	7/15-7/17
KA Staff Recruitment/Selection	To hire administrative and support staff for KA will entail two sub tasks: 1) the establishment of an Academics Nevada office in Hawaii to be called Academics Hawaii – 2 support staff hired locally; and 2) recruiting and hiring a KA Office Manager and other contracted services to support payroll, finance, business, payroll, IT, janitorial, food service provider, & similar required services	Subtask 1: Bob Howell Subtask 2: Martha Evans & KA Board	1/17-7/17
Professional Development Activities	Professional Development Training for teachers, aides/specialists, administrators	Martha Evans, Arts Integration Specialist, Kuuipo Laumatia	6/17-7/17
MILESTONE D: KA Administrators, Teachers, Specialists, Support Staff Hired & Trained	Administrators and teachers (including specialists) and support staff hired, trained, and ready for new school year to start	Martha Evans, Arts Integration Specialist, Kuuipo Laumatia	7/17-8/17
KA Governing Board Selection Process	KA Governing board members identified, recruited, selected; completed 12/15	Kuuipo Laumatia	10/14-12/15
KA Governing Board Replacement Process	KA Governing board members replacement plan and governing board transition plan outlined in Criterion III.A.5.d and Criterion IIIA.5.e completed 1/16	Kuuipo Laumatia, KA Board	1/16
KA Governing Board Training	KA Governing Board will be trained upon receiving approval that KA has a Charter	Kuuipo Laumatia, Ryan Reeves – AN Governance Specialist	9/16-7/17
MILESTONE E: KA Governing Board Members Selected & Trained	The KA Governing Board is selected, trained, and ready to begin their duties as a governance oversight body for KA	Kuuipo Laumatia & Ryan Reeves	12/16-1/17

Kamalani Academy Start Up Plan

StartUp Task Name	Task Description and Status	Owners	Timeline
Selection and Procurement of Curriculum Materials	Curriculum materials are selected, approved for purchase, and ordered	Martha Evans, Arts Integration Specialist, KA Board	4/17
Furniture, Fixtures, Equipment (FFE) Procured	Approval to purchase FFE granted, FFE ordered	KA Board, Martha Evans, Academica Nevada (AN)	4/17
Phone and Internet System Installed	All tasks relating to selecting and procuring phone system and internet connection are complete	Martha Evans, KA Board, AN	6/17
FFE Installed	All classroom furniture, fixtures, equipment received and installed	Martha Evans, KA Board, AN	7/17
General School Supplies Received	All general school supplies purchased, received and placed in rooms/offices	Martha Evans, KA Office Manager	7/17
MILESTONE F: Operational Tasks Complete	All operational tasks to ready the classrooms and offices are complete	Martha Evans, KA Board, KA Office Manager	8/17

Attachment GG

The core operations budget does not depend on any sources of funds other than the per-pupil funding.

Attachment HH



Doral Academy, Inc.

February 8, 2016

To whom it may concern:

Doral Academy Incorporated is proud to support the charter school application of Kamalani Academy. The vision of Doral Academy Inc. is to provide a high quality K-12 seamless education that maximizes upon student potential and kindles a pursuit of lifelong learning. The schools within the Doral system offer a curriculum that contributes to the vision by providing students with a full range of opportunities in the classroom, as well as through clubs and community service, to learn and develop skills that will empower them to become lifelong learners. Students learn about the importance of communication, conflict resolution, ethics, reasoning, and the application of what they have learned and researched. Through this combination of skills, our schools hope to encourage students to continue in their pursuit of knowledge beyond high school graduation.

The mission of Doral Academy Inc. is to create a high quality K-12 educational learning community where stakeholders are dedicated to promoting an exceptional educational experience with an obligation to ensure that our students engage in rigorous learning opportunities that will help them strive for academic achievement and a desire to be lifelong learners and successful leaders in their professional careers. Doral Academy Inc. schools provide opportunities for all students to learn by taking into account the student needs as evidenced through data collected. Staff at both the system and school level set high academic and social expectations for the students and ensure that students learn in meaningful and innovative ways.

It is the commitment of each Doral Academy school to uphold high expectations for all, to create safe and caring learning environments, and to maintain a culture where parents, teachers,

students, governing board members, and community stakeholders work as a cohesive team. It is this common commitment aligned with the vision to provide a high quality of education to develop lifelong learners that has yielded the academic success of Doral Academy. The driving force behind this success is the motivation and dedication of each stakeholder to not just maintain that vision, but to continuously strive to reach beyond it from year to year. The result has been a school system that is characterized by successful students, innovative educators, exceptional administrators, committed board members, and engaged parents.

The Board of Doral Academy Inc. will operate with Kamalani Academy under an affiliation agreement that sets forth the conditions for current and future operations of the Hawaii school. The Board hires a Head of Schools to oversee the Florida schools and insure compliance of the affiliation agreement with Hawaii. The Head of Schools meets with the Administrator's Coalition that will include the Hawaii school principal once per month and makes a minimum of four formal visits to Hawaii each year. In addition, the Nevada School will participate in:

- a. On site principal training
- b. On site teacher training
- c. Classroom management critique and assessment
- d. Technology training
- e. Accreditation training

It is a honor and pleasure to support the application of Kamalani Academy.

Sincerely,

A handwritten signature in black ink, appearing to read 'DR', with a long horizontal line extending to the right.

Douglas Rodriguez,
Head of Schools Doral Academy Incorporated



ACADEMICA

1378 Paseo Verde Pkwy, Ste. 200
Henderson, Nevada 89012
p (702) 431-6260 • f (702) 431-6250

February 9, 2016

Hawaii State Public Charter School Commission,

Academica is the educational management services provider selected by Kamalani Academy. Academica currently supports charter school operations in Florida, Texas, Utah, California, Colorado and Nevada, providing services which include facilities procurement and maintenance, finance, staffing and human resource coordination, as well as bookkeeping, budgeting, regulatory compliance and financial forecasting. Academica's mission is to help support independent Boards of Directors in establishing a unique educational environment that will best serve their students and community.

As the Chief Operating Officer of Academica's operations in Nevada, I have worked closely and supported numerous boards of directors in the opening of more than 14 new charter school campuses serving more than 11,000 students. We are proud that the Las Vegas Valley is sometimes referred to as "the ninth island," due to the area's strong and growing Hawaiian community and affinity for Hawaiian food, culture, art and history. We are excited to have this opportunity to further strengthen our ties to Hawaii through the growth of Academica to Hawaii, and the support of Kamalani Academy.

At Academica, we know that our reputation and the success of the schools we serve depends upon a successful partnership with a passionate, highly-qualified, and knowledgeable Board of Directors. We know that we have found an effective partner in the Kamalani Academy Board of Directors. Their knowledge, background and experience is as strong as any Board we work with in any state. Furthermore, the arts-integration educational model selected by Kamalani Academy has a strong track record of successful implementation and academic growth in multiple school districts with diverse student bodies.

Academica is fully dedicated to providing all of the resources necessary to support the timely and effective opening of the Kamalani Academy charter school. Academica's national network of offices, and experienced staff of attorneys, accountants, facilities managers, finance experts, and others stand ready and willing to serve.

Sincerely,

Ryan J. Reeves, Esq.
Chief Operating Officer
Academica

Nevada



OUR LADY OF SORROWS CHURCH

The Spirit-filled Body of Christ

To: The Hawaii Public School Charter Commission
Re: The Kamalani Academy

Commission Members,

I would like to express my support for the application for charter approval of the Kamalani Academy.

I believe many of our Wahiawa youngsters could benefit from the educational project of the academy with its emphasis on Hawaiian culture and learning through the arts. Few of my parishioners can afford to send their children to private school, having another style of public education available to them would be a valuable opportunity. I would certainly encourage parents to consider Kamalani.

Please feel free to contact me for further conversation.

Sincerely,

(Rev.) Richard McNally, ss.cc.

Pastor

Our Lady of Sorrows Catholic Church
Wahiawa, Hawaii



February 4, 2016

The Hawaii State Public Charter School Commission
1111 Bishop Street, Suite 516
Honolulu, HI 96813

February 4, 2016

To Whom It May Concern:

On behalf of the Turner-Agassi Charter School Facilities Fund, I am pleased to submit this letter of interest to develop an educational facility for Kamalani Academy upon its obtainment of a charter contract.

TACSFF is the nation's preeminent developer of permanent campuses for best-in-class public charter schools. Since 2011, TACSFF has developed 33 campuses, serving 64 schools and 33,100 students nationwide. These campuses have enabled the nation's top charter management organizations to address the needs of children and families who have been chronically underserved by their respective large districts. TACSFF's second fund will allow it to develop close to \$1 billion in campuses for similar communities between now and 2020.

Since 2012, Turner-Agassi has partnered with Academica Nevada to develop 10 campuses in Las Vegas - 8 which are already open and 2 which are currently under construction. Among those, we have built or are building four campuses for Doral Academy (three campuses open and one under construction and targeted to open in September 2016) in Las Vegas, NV. In aggregate, the four Doral campuses will serve over 3,750 students at full capacity. Both Academica Nevada and Doral Academy will be working with Kamalani Academy.

Our construction capabilities, coupled with a keen understanding of charter school operations and management, position us well to meet the needs of our charter school clients. Our deep understanding of the real estate and construction markets positions us well to serve high-performing operators across the country. We look forward to continuing our work with Academica Nevada and Kamalani Academy in meeting the organization's facility needs.

Upon Turner-Agassi's thorough underwriting of the market and Kamalani Academy's charter, we are excited by the opportunity to invest in Hawaii and are in support of bringing quality educational options to more children and families. If you have any questions, please contact our office at 310-752-9600.

Sincerely,
Arthi Sowrirajan
Regional Director – West

3000 Olympic Blvd. Suite 2120 | Santa Monica CA 90404
office: 310.752.9600 fax: 310.752.9601
www.turneragassi.com

Attachment II

Martha A. Evans



Objective

Seeking a position in school administration to utilize my proficiency and experience in the K-12 educational setting

Ability Summary

Career educator seeking opportunities to contribute to the K-12 educational environment

Employment History

Curriculum Coordinator - PTT, Adult Basic and Secondary Education and Literacy Teachers and Instructors

State of Hawaii - McKinley Community School for Adults

634 Pensacola Street Room 216, Honolulu, HI

Employment Type: Part Time (Less than 30 Hours)

Coordinate curriculum for out-of-school youth and adults in English Language acquisition, remedial education classes, preparatory classes for the General Educational Development test, literacy, and career and college readiness. Develop and deliver professional development for faculty based on results from formative and summative assessments. †

Grant and Scholarship Manager, Education Administrators, Postsecondary

Saint Louis School

3142 Waiialae Avenue, Honolulu, HI

Employment Type: Full Time (30 Hours or More)

Administered Grants and Scholarship Process

Grants - Worked with the Director of Advancement to set and calendar annual goals and objectives for the number of grants awards and amount secured annually, and monitor progress towards achievement of goals and objectives. Managed existing grants by tracking progress towards goals and objectives; developing internal reporting systems; writing reports; maintaining historical records; working with staff to ensure each project or program is meeting proposal conditions and expectations.

Scholarships - Provided management and support in all aspects of scholarship administration processes from the application through the award life cycle including, but not limited to: application design and reviews, coordination of volunteer reviewers, posting/publicity of scholarship availability, processing scholarship applications, awards and payments, ensuring compliance to all state and federal requirements;

School Principal, Education Administrators, Elementary and Secondary School

Saint Louis School

3142 Waiialae Avenue, Honolulu, HI

Employment Type: Full Time (30 Hours or More)

Planned, directed, and coordinated the academic, administrative, and auxiliary school operations. † Managed

daily school activities, coordinated curricula, and oversaw teachers and other school staff to provide a safe and productive learning environment for students.

Vice Principal, Education Administrators, Elementary and Secondary School

Saint Louis School

3142 Waiialae Avenue, Honolulu, HI

Employment Type: Full Time (30 Hours or More)

Coordinated curricula and oversaw the school-wide testing and assessment program for all students. Conducted professional development for faculty and staff. Worked with the school community to ensure a safe learning environment.

Curriculum and Assessment Coordinator, Instructional Coordinators

Saint Louis School

3142 Waiialae Avenue, Honolulu, HI

Employment Type: Full Time (30 Hours or More)

Developed instructional material and coordinated its implementation and assessed its effectiveness. Planned, organized, and conducted professional development sessions. Observed and evaluated teachers instruction and analyzed student test data to ensure ongoing improvement.

Vice Principal, Education Administrators, Elementary and Secondary School

Lanai High & Elementary School

555 Fraser Ave (P.O. Box 630630), Lanai City, HI

Employment Type: Full Time (30 Hours or More)

Coordinated curricula and oversaw the school-wide testing and assessment program for all students. Conducted professional development for faculty and staff. Worked with the school community to ensure a safe learning environment.†

Classroom Teacher, Teachers and Instructors, All Other

Lanai High & Elementary School

555 Fraser Ave (P.O. Box 630630), Lanai City, HI

Employment Type: Full Time (30 Hours or More)

Main Job Tasks and Responsibilities

- plan, prepare and deliver instructional activities that facilitate active learning experiences
- develop schemes of work and lesson plans
- establish and communicate clear objectives for all learning activities
- prepare classroom for class activities
- provide a variety of learning materials and resources for use in educational activities
- identify and select different instructional resources and methods to meet students' varying needs
- instruct and monitor students in the use of learning materials and equipment
- use relevant technology to support instruction
- observe and evaluate student's performance and development
- assign and grade class work, homework, tests and assignments
- provide appropriate feedback on work
- encourage and monitor the progress of individual students

- maintain accurate and complete records of students' progress and development
- update all necessary records accurately and completely as required by law, district policies and school regulations
- prepare required reports on students and activities
- manage student behavior in the classroom by establishing and enforcing rules and procedures
- maintain discipline in accordance with the rules and disciplinary systems of the school
- apply appropriate disciplinary measures where necessary
- perform certain pastoral duties including student support, counseling students with academic problems and providing student encouragement
- participate in extracurricular activities such as social activities, sporting activities, clubs and student organizations
- participate in department and school meetings, parent meetings
- communicate necessary information regularly to students, colleagues and parents regarding student progress and student needs
- keep updated with developments in subject area, teaching resources and methods and make relevant changes to instructional plans and activities

Education and Training

Completion Date	Issuing Institution	Location	Qualification	Course of Study
08/1976	University of Hawaii at Manoa	Honolulu, HI	Master's Degree	Elementary Education - Curriculum and Instruction
05/1972	University of Hawaii at Manoa	Honolulu, HI	Bachelor's Degree	Elementary Education

Occupational Licenses & Certificates

Certification Title	Issuing Organization	Completion Date
School Administrator	Hawaii State Department of Education	05/2001

Additional Information

Career educator seeking opportunities to contribute to the K-12 educational environment.† Experience with curriculum development, educational assessment, and instructional methodology.† Able to facilitate professional and curriculum development and work collaboratively and effectively in a team environment.† Experience working with Hawaiian and minority students.† Knowledge of and sensitivity to Hawaiian culture and values.

References Available on Request

Attachment JJ

This attachment is not applicable, as a School Principal has been selected.

Attachment KK

This attachment is not applicable, as the remaining members of the leadership and management teams have not been selected.

Attachment LL

JOB DESCRIPTION

POSITION TITLE: Arts Integration Curriculum Specialist

CONTRACT YEAR: Ten (10) Months

QUALIFICATIONS

EDUCATION: An earned bachelor's and/or master's degree from an accredited institution. The Lead Teacher must be highly qualified in compliance with all applicable State and Federal laws.

EXPERIENCE

REQUIRED: A minimum of three (3) years of combined successful work experience, which includes a minimum of two (2) years teaching experience. Prior experience, exposure to, training in, and/or appreciation the Arts and the Arts Integration Curriculum is preferred.

REPORTS TO: Principal.

POSITION GOAL: To assist and support the Principal and teachers with the implementation and support of the Arts Integration curriculum.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Arts Integration Curriculum Specialist shall

- Attend all curriculum related meetings and in-service events
- Serve as a liaison between the Kennedy Center and the school
- Assist grade levels in implementation of the Arts Integration curriculum
- Assist grade levels in the development of units
- Develop storage and checkout system for grade-level instructional materials; coordinate with grade level chairs to maintain grade-level instructional materials
- Maintain a list of materials needed to be ordered (new teacher materials, replacement of materials, additional instructional resources for future units of study to be developed, "wish lists")
- Coordinate staff development speakers
- Deliver, and coordinate with outside resources to develop in-house professional development regarding Arts Integration
- Coordinate school visits by parents, central office administrators, and community members. Possibly choose one day a week as "visitation" day (not Mondays or Fridays)
- Provide assistance and training for new teachers to sustain implementation
- Perform other duties as assigned by the Principal.
- **Note:** A Lead Teacher facilitates completion of these tasks, but usually acts in collaboration with the Principal and colleagues.