



Kamalani Academy (KA)

Narrative Proposal

February 12, 2016

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I. School Overview

A. Executive Summary

1. **Mission.** A mission describes the fundamental purpose of the school. The proposed school’s mission statement should:
 - a. Describe the core school design components, what the proposed school will accomplish in concrete terms, and what methods it will use;
 - b. Be attainable and consistent with high academic standards;
 - c. Reflect the key values that teachers, administrators, and students know and support;
 - d. Be concise and clearly describe the proposed school’s purpose for the entire school community, external stakeholders, and individuals who may not be familiar with the proposed school; and
 - e. Be able to operationalize and guide the work and school culture.

Mission:

“Kamalani Academy 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.”

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

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

Because of the ever-increasing speed of change in the world, no one can predict what the future will hold. To succeed in such an uncertain future, today’s students will need to develop skills such as goal setting, collaboration, flexibility, self-confidence, communication, leadership of others and of self, and creativity. It is the Vision of KA that the students who attend our school will acquire such essential life skills.

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

It is planned that KA will be located within the facility previously occupied by Our Lady of Sorrows School, 1403-A California Avenue, Wahiawa, HI 96786.

4. **Anticipated Student Population.** Briefly describe the anticipated student population, including, the geographic area(s) that the proposed school plans to serve, students’

anticipated educational needs, and the non-academic challenges the proposed school is likely to encounter.

KA expects its student population to be representative of the surrounding community. To determine an anticipated student population, KA obtained enrollment information from the following schools: Wahiawa, Iliahi, Kaala, Wheeler, Hale Kula, Helemano and Solomon Elementary Schools and Wahiawa and Wheeler Middle Schools. All of the schools are within a three mile radius with the exception of Solomon Elementary. The student population is as follows: 640 students, 64% free and reduced lunch, 7% ELL and 11% with disabilities. KA anticipates a student population of 202 students in year 1, with subgroups representative of the identified demographics.

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

KA has assessed demand for the school in several ways. KA has received the names of 80 children whose parents are interested in the KA alternative. We held several parent interest meetings in the community. Attendees expressed great enthusiasm for alternatives to the local public and private schools and for our arts integration curriculum. Members of the Board made presentations at several community meetings (i.e. a minister’s group, Rotary, Lion’s Club, and Neighborhood Board) and were strongly encouraged to proceed with the KA project. We had extensive meetings with area legislators who support our plan to establish a charter school in Wahiawa. See **Attachment Z** for evidence of KA’s community support. The most frequently cited reason for seeking an educational alternative is the poor academic performance of the local schools. The table below shows the academic performance of the schools in the KA area.

Site	Proximity	Level	ELA/Reading SBAC Results			Math SBAC Results			Science HCPS Results	
			3	4	5	3	4	5	4	
Elementary										
Hale Kula	2.75 mi.	K-5	38%	46%	45%	46%	47%	65%	52%	
Helemano	0.9 mi.	K-5	62%	67%	75%	67%	62%	70%	79%	
Iliahi	1.15 mi.	K-5	72%	52%	64%	79%	48%	43%	68%	
Ka`ala	1.45 mi.	K-5	33%	51%	45%	42%	54%	44%	61%	
Solomon	2.2 mi.	K-5	56%	49%	59%	61%	50%	41%	68%	
Wahiawa	0.2 mi.	K-5	32%	36%	49%	31%	28%	28%	28%	
Wheeler	1.85 mi.	K-5	50%	48%	53%	46%	38%	37%	48%	
Site	Proximity	Level	ELA/Reading SBAC Results			Math SBAC Results			Science HCPS Results	
			6	7	8	6	7	8		8
Middle										
Wahiawa	0.6 mi.	6-8	31%	32%	38%	25%	30%	37%		40%
Wheeler	1.8 mi.	6-8	53%	63%	55%	46%	50%	44%		55%

6. Contribution to Public Education System. Describe any anticipated contribution the proposed school would make to Hawaii’s public education system as a whole, including, if applicable, the Priority Needs identified in Section I.C of the RFP. If the proposed school would address either or both Priority Needs, provide an analysis, with relevant data, about that Priority Need and how the school would help address it. In addition to the Priority Needs, the examples of contributions to the public education system could include things like serving student demographic groups that the existing system has had challenges serving, meeting a particular curricular or instructional need or challenge in a way that has system-wide benefits, and forming partnerships or feeder-school relationships with existing public schools. Where the proposed school would model innovation in ways valuable to the system as a whole, describe any specific plans to disseminate the knowledge gained at the school to other public schools.

KA will make a contribution to the public schools with regard to the second priority need identified in Section I.C of the RFP, having to do with underperforming public schools. As the table provided in response to I.A.3 shows, many of the schools in the KA geographic area demonstrate poor academic performance. KA is committed, through its School Specific Measures (**Attachment X**) to improving academic performance. And, arts integration has been demonstrated to improve academic outcomes.

Cognitive studies draw relationships between academic success and artistic experience by suggesting skills practiced in an arts setting will transfer to other situations and content areas (for comprehensive literature reviews see Gullatt, 2008; and Burnaford, Brown, Dohery & McLaughlin, 2007). In North Carolina, an A+ elementary school dedicated to reform through school-wide arts integration demonstrated a marked improvement in test scores over a three-year period. For example, 2nd graders went from 45% passing scores to 71% in reading, from 68% passing scores to 84% in math, and from 25% passing score in science to 62% in science ("Re-investing in arts education; Winning America's future through creative schools," 2011). A scientific study in New Jersey compared middle school student achievement in language arts classrooms with robust theatre integration to those without (Walker, Tabone, & Weltsek, 2011). The authors discovered for both Math and Reading, “being in an arts-integrated classroom increased the odds of students passing the state assessment by 77%” (p. 370). In other words, having access to arts integrated instruction has a more powerful effect on student learning than either gender or socioeconomic background. What’s more, the authors discovered improved attendance rates as well as student abilities to sustain the benefits of arts integrated learning long after exposure to the arts integrated setting.

Similarly, Melnick, Witmer and Strickland (2011) used data from the Early Childhood Longitudinal study to compare proficiencies of fifth grade students nationwide that received arts instruction with those who did not. They discovered students who took arts lessons outperformed their peers who did not take arts lessons in reading and mathematics competencies concluding, “it is clear that student involvement in the arts has a positive relationship with higher student achievement at some level” (p. 161). In a synthesis of cognitive psychology, Rinne, Gregory, Yarmolinskaya, and Hardiman (2011) argue engagement in the arts has positive effects on long-term memory due to the effects of rehearsal, elaboration, generation, enactment, oral production, and effort after meaning, emotional arousal, and pictorial representation. In essence, the authors provide evidence of students retaining more content for longer when they are engaged in representing materials repetitively, naturally, and emotionally through the arts. While there are

many variables that help determine a student’s cognitive successes, and while test scores are only one measure of that success and may fluctuate given complex circumstances beyond a child’s school life, quantitative evidence consistently points to positive relationships between learning through the arts and cognitive performances.

Arts integration is still very new on Oahu. There is one very successful school on Maui and several schools on the Waianae coast beginning to use this approach. KA can contribute significantly to public education by introducing arts integration into the heart of Oahu. Educators from surrounding schools will be invited to participate in arts integration workshops at KA. KA has already developed a partnership with Dr. Jamie Simpson-Steele at the UH Institute for Teacher Education. This will permit UH students to student teach, to do internships, and to perform research at KA, where they will learn about arts integration first hand.

The Hawaii Arts Alliance provides arts education support and services to the public schools. KA, through its partnership with the Hawaii Arts Alliance, can contribute greatly to the development of arts education curricula that can benefit the entire DOE network of schools.

KA has begun discussions with DOE Specialists Gina Nakahara and Petra Schatz with an interest towards further enhancing arts integration in the public schools.

7. Reason for Conversion (Conversion applicants only). Explain the rationale for applying to convert to a charter school.
 - a. How will the charter school model lead to improved academic outcomes and non-academic operations?
 - b. Describe the stakeholder groups that were engaged in the conversion decision-making process, and explain their roles in the transition process.

Not applicable because the proposed school is not a conversion charter school.

8. Conversion Transition (Conversion applicants only). Explain if and how any programmatic elements of the school design will change or evolve with the transition to operation as a charter school, as opposed to the current school model.

Not applicable because the proposed school is not a conversion charter school.

B. Enrollment Summary

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

The Enrollment Plan is provided in **Attachment A**.

2. Enrollment Plan Rationale. Describe the rationale for the number of students and grade levels served in each year and the basis for the enrollment plan illustrated in the

attachment. Include a discussion of the rationale for including non-entry level grades. Entry-level grades are generally kindergarten, sixth grade, and ninth grade.

KA will serve grades K-6 in its inaugural year and subsequently offer grades K-7 in year two and K-8 in year three. This projected enrollment will allow KA to grow into the proposed site in Wahiawa. The proposed site has 10 classrooms and KA will occupy 8 classrooms in year one. In year two, KA enrollment will grow to 250 students, and in year three, 300 students. In year three, KA will procure two portable classrooms to accommodate the growth. Kamalani offers two classes per grade in the middle school to be able to departmentalize the classes offered and to be able to offer a greater variety of classes.

KA will open with non-entry level grades 1-5 in year one to create a strong K-8 model. If the school opened with only Kindergarten and 6th grade, the school would have to increase the class size significantly to be financially viable. If the school were to dramatically increase the class size for the Kindergarten and 6th grade classes in the years following, it would create enrollment bubbles, making it difficult to staff the school from one year to the next. Additionally, because charter schools do not receive facility funding it would make it very difficult to make a lease payment on a 10 classroom facility site if the school chose to only open with Kindergarten and 6th grade. By opening grades K-6 in year one, KA is following the successful model of its affiliate Doral campuses in Nevada.

- 3. Enrollment Plan Justification. Provide evidence justifying the enrollment plan described above. Include the estimated number of students in the geographic area(s) the proposed school plans to serve, including the number of students that currently attend existing schools (both public and private) in the geographic area for the grades the proposed school plans to serve. If research data, censuses, surveys, or other data sources were used, please describe these sources and provide a citation or attach copies of the sources, as **Attachment B (no page limit).****

KA is in central Oahu and can draw students from anywhere on the island. The proposed location in Wahiawa is within two miles of five public elementary and two public middle schools. KA will market to surrounding areas, as well. Please see **Attachment B**.

II. Academic Plan

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

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

The curriculum will be organized within two integrated blocks: a) Arts and Humanities (English Language Arts, Social Studies, Fine Arts) and, b) STEAM (Science, Technology, Engineering, Arts, Mathematics). Within each block, instruction will not only address specific knowledge, skills and dispositions unique to each content area, but also provide integrated processes and products through which students construct and demonstrate understandings across content. English Language Arts and Mathematics outcomes are drawn from Common Core State Standards (CCSS), Science outcomes are guided by the Next Generation Science Standards (NGSS), Social Studies outcomes are aligned with the College, Career, and Civic Life Framework for Social Studies (3C), and Fine Arts outcomes align with the National Core Arts Standards (NCAS). Each of these sets of standards were developed through research, with input from diverse stakeholders across the nation, and internationally benchmarked. They demonstrate a commitment to rigor and are well aligned with each other to prepare young people for college, career, and community. Through the arts, KA students will have options for understanding new material, engagement, and action/expression (Universal Design for Learning). Positive Behavioral Instructional Support (PBIS) and the principles of *Nā Hopena A'o* (HĀ) will nurture a safe environment; the social and emotional growth of each child will be grounded in a sense of self and a sense of place. Arts integration instructional strategies, along with evidence based practices in the content areas and PBIS will support the KA vision. Ongoing assessments, data analyses, and results will identify improvement needs and guide instruction for benchmark mastery. Frequent data collection, particularly for students performing below grade level, is fundamental to improvement. Additionally, arts integrated performance assessments provide students with options for action and expression to share what they understand visually and kinesthetically as well as in writing. In classrooms, teachers will use the arts to differentiate instruction based on the needs of students.

2. [Academic Philosophy](#). Provide a concise description of the applicant's core beliefs and academic values and how those beliefs and values inform the design of key elements of the proposed school.

The academic philosophy of KA is clearly expressed by our vision (see Executive Summary, A2). *Ma ka hana ka 'ike*: "Through doing one learns." The *mana'o* (idea) behind this *'ōlelo no'eau* (Hawaiian proverb) is that we actively participate in our own learning processes by doing. At KA, arts integration lies at the heart of our "doing." Importantly, arts integration is not a curriculum, but a creative act by teachers who guide students through aesthetic expressions

of understanding. The core of this vision engages the arts to help children learn, get excited about being in school, express what they know, and participate as members of a compassionate community. In our philosophy, elements and principles of the arts are important, however the arts do not exist in a vacuum. They provide multiple pathways for students to make sense out of their world. Through the arts, diverse learners have access to the curriculum. The arts also provide experiences through which all members of the KA community share values of belonging, responsibility, aloha, well being, excellence, and an appreciation for Hawai'i's unique gifts.

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

KA expects its student population to be representative of the surrounding community. To determine an anticipated student population, KA obtained enrollment information from the following schools: Wahiawa, Iliahi, Kaala, Wheeler, Hale Kula, Helemano and Solomon Elementary Schools and Wahiawa and Wheeler Middle Schools. All of the schools are within a three miles radius with the exception of Solomon Elementary. The average student populations are as follows: 640 students, 64% free and reduced lunch, 7% ELL and 11% with disabilities. As noted in I A. 3., KA will offer an alternative to the many underperforming public schools in the community.

B. Curriculum and Instructional Design

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

At KA, students in grades K-5 study in two integrated learning blocks: Humanities (including discrete skills related to English Language Arts, Social Studies, Fine Arts) and STEAM (including Science, Technology, Engineering, Arts, Mathematics). Students will not only be proficient in the knowledge, skills, and dispositions of each content area, but also able to ask essential questions and develop enduring understandings with cross-cutting concepts and process integrated among content areas. KA's outcomes are designed to align with: Common Core State Standards in English Language Arts (CCSS-ELA), Common Core State Standards in Mathematics (CCSS-MA), Next Generation Science Standards (NGSS), College, Career, and Civic Life Framework for Social Studies (3C) and National Core Arts Standards (NCAS).

NOTE: In all grades, "Fine Arts" includes music, drama, visual arts, dance, and media arts. These are integrated in both the Humanities and STEAM blocks at the elementary level, and throughout the content-specific courses in middle school. Also, KA students engage in Mathematical and Science practices spanning from K-8. (See Attachment D.) The content outcomes listed here in Science and Math are developmentally tailored to each grade level. Starting in Middle School (grades 6-8) KA students study English and Mathematics content at

grade level. Classes in Social Studies, Science, and Fine Arts provide advanced instruction in focused content, offered as electives. Students continue to learn through arts integration.

KINDERGARTEN – FINE ARTS

In the Fine Arts (NCAS) kindergarten students will:

- Respond to artistic ideas and work with guidance and support.
- Express artistic ideas and work with guidance and support.
- Suggest alternatives in artistic work with guidance and support.
- Demonstrate artistic expression through presentation.
- Improvise artistic work for presentation safely.
- Share artistic work with others.
- Describe artistic works.
Recognize meaning in artistic work.
- Identify preferences in artistic work.
- Use personal experiences to make art.
- Recognize the context of art to deepen understanding.

KINDERGARTEN - HUMANITIES

In English Language Arts (CCSS – ELA), kindergarten students will:

- Identify key ideas and details in literature and informational text with prompting and support.
- Identify elements of craft and structure in both literature and informational text.
- Integrate knowledge and ideas from literature and informational text.
- Engage in group reading activities with a range of reading and level of text complexity.
- Demonstrate understanding of print concepts.
- Demonstrate phonological awareness.
- Know and apply phonics and word analysis skills.
- Read emergent text with purpose and understanding
- Use a combination of text types to communicate different purposes
- Produce and distribute writing with guidance and support from adults.
- Research to build and present knowledge with guidance and support from adults.
- Discuss a range of kindergarten topics and texts with their peers with comprehension.
- Describe knowledge and ideas orally with visual displays.
- Demonstrate command of the conventions of Standard English.
- Acquire new vocabulary and use new vocabulary in varying kindergarten.

In kindergarten Social Studies (3C), students will:

- Experience Hawai‘i’s culture, history, language and arts practices.
- Ask questions with guidance and support.
- Use sources to help them answer their questions.
- Identify civic and political institutions.
- Demonstrate civic virtues and participate in democratic principles.
- Know processes, rules and laws.
- Participate in economic decision-making.
- Recognize dynamics of financial exchange.
- Develop geographic representations.

- Recognize human-environment interactions of place, region and culture.
- Recognize patterns of human populations and their movements.
- Recognize global interconnections.
- Represent historical change, continuity and context.
- Identify diverse historical perspectives.
- Use historical sources as evidence.
- Describe historical cause and effect.
- Identify a source and determine its reliability.
- Communicate independent ideas support them with details.
- Identify community problems and take action.

KINDERGARTEN - STEAM

In Mathematics (CCSS-MA) content kindergarten students:

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.
- Understand addition as putting together, and understand subtraction as taking apart.
- Work with numbers 11-19 to gain foundations for place value.
- Describe and compare measurable attributes.
- Classify objects and count the number of objects in each category.
- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

In Science (NGSS), kindergarten students will:

- Experience the complex land systems and ecology unique to Hawai‘i.
- Formulate answers to questions such as: “What happens if you push or pull an object harder? Where do animals live and why do they live there? What is the weather like today?”
- Develop understanding of patterns and variations in local weather and the purpose of weather forecasting to prepare for, and respond to, severe weather.
- Apply an understanding of the effects of different strengths or different directions of pushes and pulls on the motion of an object to analyze a design solution.
- Develop understanding of what plants and animals (including humans) need to survive and the relationship between their needs and where they live.

GRADE 1 – FINE ARTS

In the Fine Arts (NCAS) grade 1 students will:

- Explore artistic ideas and work.
- Engage in artistic ideas and work.
- Suggest changes in artistic work.
- Express artistic understandings through presentation.
- Demonstrate range in artistic work safely.
- Perform or share artistic work.
- Describe artistic work.
- Explain artistic work.
- Identify preferences in artistic work.

- Demonstrate understanding of how personal choices influence art work.
- Apply arts understandings to other subject areas.

GRADE 1 - HUMANITIES

In English Language Arts (CCSS-ELA), grade 1 students will:

- Describe key ideas and details in both literature and informational text.
- Identify elements of craft and structure in both literature and informational text.
- Integrate knowledge and ideas from literature and informational text.
- With prompting and support, engage in a range of reading and level of text complexity in both literature and informational text.
- Demonstrate understanding of print concepts.
- Demonstrate phonological awareness.
- Know and apply phonics and word analysis skills.
- Read grade-level text with accuracy and fluency.
- Write a variety of texts for a variety of purposes: opinion, informative and narrative text.
- Produce and distribute writing with guidance and support from adults.
- Research to build and present knowledge with guidance and support from adults.
- Discuss a range of grade 1 topics and texts with their peers.
- Describe knowledge and ideas orally with visual displays.
- Demonstrate command of the conventions of standard English.
- Acquire new vocabulary and use new vocabulary in varying grade 1 contexts.

In grade 1 Social Studies (3C), students will:

- Interact with Hawai‘i’s culture, history, language and arts practices.
- Ask compelling and supporting questions with guidance and support.
- Identify sources to help them answer their questions.
- Identify civic and political institutions.
- Demonstrate civic virtues and participate in democratic principles.
- Connect processes, rules and laws.
- Participate in economic decision-making.
- Recognize dynamics of exchange markets and global economy.
- Develop geographic representations, or spatial views of the world
- Recognize human-environment interactions of place, region and culture.
- Recognize patterns of human populations, their movements and global interconnections.
- Represent historical change, continuity and context.
- Identify diverse historical perspectives.
- Use historical sources as evidence.
- Describe historical cause and effect.
- Gather more than one source and determine their reliability.
- Communicate ideas by supporting them with details.
- Identify community problems and take action.

GRADE 1 - STEAM

In Mathematic (CCSS-MA) content, grade 1 students will:

- Represent and solve problems involving addition and subtraction.

- Understand and apply properties of operations; relationship between addition - subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.
- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.
- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.
- Reason with shapes and their attributes.

In Science (NGSS), grade 1 students will:

- Interact with the complex land systems and ecology unique to Hawai‘i.
- Formulate answers to questions such as: “What happens when materials vibrate? What happens when there is no light? What are some ways plants and animals meet their needs so that they can survive and grow? How are parents and their children similar and different?”
- Develop understanding of the relationship between sound and vibrating materials as well as between the availability of light and ability to see objects.
- Develop understanding that light travels from place to place through determining the effect of placing objects made with different materials in the path of a beam of light.
- Develop understanding of how plants and animals use their external parts to help them survive, grow, and meet their needs as well as how behaviors of parents.
- Develop understanding that young plants and animals are like, but not the same as parents.
- Observe, describe, and predict some patterns of the movement of objects in the sky.

GRADE 2 – FINE ARTS

In the Fine Arts (NCAS) grade 2 students will:

- Improvise new artistic ideas and work.
- Communicate artistic ideas and work by collaborating with others.
- Make changes in artistic work.
- Express artistic understandings through presentation.
- Demonstrate range and control in artistic presentation.
- Perform or share artistic work.
- Recognize artistic choices in artistic work.
- Explain meaning in artistic work.
- Respond with preferences in artistic work.
- Demonstrate understanding of how daily life influences art work.
- Apply arts understandings to other subject areas.

GRADE 2 - HUMANITIES

In English Language Arts (CCSS-ELA), grade 2 students will:

- Demonstrate understanding of key ideas and details in literature and information.
- Describe elements of craft and structure in both literature and informational text.
- Integrate knowledge and ideas from literature and informational text.
- Read and comprehend literature and informational text in the grades 2-3 complexity.

- Know and apply phonics and word analysis skills.
- Read grade-level text with accuracy and fluency.
- Write a variety of texts for a variety of purposes: opinion, informative and narrative.
- Produce and distribute writing with guidance and support from adults.
- Research to build and present knowledge with guidance and support from adults.
- Discuss a range of grade 2 topics and texts with their peers with comprehension.
- Recount knowledge and ideas orally and with audio recording media.
- Demonstrate command of the conventions of standard English.
- Use language and its conventions when writing, speaking, reading or listening.
- Acquire new vocabulary and use new vocabulary in varying grade 2 contexts.

In grade 2 Social Studies (3C), students will:

- Describe Hawai‘i’s culture, history, language and arts practices.
- Construct compelling and supporting questions with guidance and support.
- Determine the kinds of sources that will help them answer their questions.
- Describe civic and political institutions.
- Participate deliberately in civic virtues and participate in democratic principles.
- Explain processes, rules and laws.
- Explain economic decision-making.
- Describe dynamics of exchange markets, and a global economy.
- Construct and use geographic representations, or spatial views of the world.
- Explain human-environment interactions of place, region and culture.
- Explain patterns of human populations and their movements.
- Describe global interconnections.
- Demonstrate understanding of historical change, continuity and context.
- Compare diverse historical perspectives.
- Identify historical sources as evidence.
- Generate reasons for historical causation.
- Gather and evaluate multiple sources.
- Construct an argument with reasons
- Identify a range of problems and take action.

GRADE 2 - STEAM

In Mathematic (CCSS – MA) content, grade 2 students will:

- Represent and solve problems involving addition and subtraction.
- Add and subtract within 20.
- Work with equal groups of objects to gain foundations for multiplication.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.
- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.
- Work with time and money.
- Represent and interpret data.
- Reason with shapes and their attributes.

In Science (NGSS), grade 2 students will:

- Describe the complex land systems and ecology unique to Hawai‘i.
- Formulate answers to questions such as: “How does land change and what are some things that cause it to change? What are the different kinds of land and bodies of water? How are materials similar and different from one another, and how do the properties of the materials relate to their use? What do plants need to grow?”
- Develop an understanding of what plants need to grow and how plants depend on animals.
- Compare the diversity of life in different habitats.
- Develop understanding of observable properties of materials through analytic classification.
- Apply understanding of the idea that wind and water can change the shape of the land to compare design solutions to slow or prevent such change.
- Use information and models to identify and represent the shapes and kinds of land and bodies of water in an area and where water is found on Earth.

GRADE 3 – FINE ARTS

In the Fine Arts (NCAS) grade 3 students will:

- Improvise new artistic ideas and work.
- Communicate artistic ideas and work by collaborating with others.
- Make changes in artistic work.
- Express artistic understandings through presentation.
- Demonstrate range and control in artistic presentation.
- Perform or share artistic work.
- Recognize artistic choices in artistic work.
- Explain meaning in artistic work.
- Respond with preferences in artistic work.
- Demonstrate understanding of how daily life influences art work.

GRADE 3 - HUMANITIES

In English Language Arts (CCSS-ELA), grade 3 students will:

- Demonstrate understanding of key ideas and details in both literature and informational text.
- Determine elements of craft and structure in both literature and informational text.
- Integrate knowledge and ideas from literature and informational text.
- Read and comprehend both literature and informational text in grades 3 -4 text complexity.
- Know and apply phonics and word analysis skills.
- Read grade-level text with accuracy and fluency.
- Write a variety of text types for a variety of purposes: opinion, informative and narrative text.
- Produce and distribute writing with guidance and support from adults.
- Conduct research to build and present knowledge.
- Write routinely over extended time frames.
- Discuss a range of grade 3 topics and texts with their peers with comprehension.
- Report on knowledge and ideas orally and with audio recording media.
- Demonstrate command of the conventions of standard English.
- Use knowledge of language and its conventions when writing, speaking, reading or listening.
- Demonstrate understanding of new vocabulary and use new vocabulary in grade 3 contexts.

In grade 3 Social Studies (3C), students will:

- Explain Hawai‘i’s culture, history, language and arts practices.
- Explain the importance of constructing compelling and supporting questions.
- Determine the most helpful sources to answer their questions.
- Explain the dynamics of civic and political institutions.
- Apply civic virtues and participate in democratic principles.
- Compare processes, rules and laws.
- Compare economic decision-making.
- Explain dynamics of exchange markets, national economy, and global economy.
- Construct and use geographic representations, or spatial views of the world.
- Explain human-environment interactions of place, region and culture.
- Analyze patterns of human populations and their movements.
- Explain global interconnections.
- Create sequences of historical change, continuity and context.
- Explain diverse historical perspectives.
- Compare historical sources and infer their meanings.
- Explain possible causes and effects.
- Distinguish information provided by multiple sources.
- Use evidence to develop and critique claims for an argument
- Explain strategies and approaches for identifying problems and taking action.

GRADE 3 - STEAM

In Mathematic (CCSS-MA) content, grade 3 students will:

- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication, the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.
- Develop understanding of fractions as numbers.
- Solve problems involving measurement and estimation of time, liquid, and masses of objects.
- Represent and interpret data.
- Understand concepts of area and relate area to multiplication and to addition.
- Recognize perimeter as an attribute of plane figures and distinguish between linear and area.
- Reason with shapes and their attributes

In Science (NGSS), grade 3 students will:

- Explain the complex land systems and ecology unique to Hawai‘i.
- Formulate answers to questions such as: “What is typical weather in different parts of the world and during different times of the year? How can the impact of weather-related hazards be reduced? How do organisms vary in their traits? How are plants, animals, and environments of the past similar or different from current plants, animals, and environments? What happens to organisms when their environment changes?”
- Organize and use data to describe typical weather conditions expected during a season.
- Make a claim about the merit of a design solution that reduces the impacts of hazards.
- Develop an understanding of the similarities and differences of organisms’ life cycles.

- Develop an understanding that organisms have different inherited traits, and that the environment can also affect the traits that an organism develops
- Construct an explanation using evidence for how the variations in characteristics among individuals of the same species may provide advantages in surviving and reproducing.
- Develop an understanding of types of organisms and environment that lived long ago.
- Develop an understanding of the idea that when the environment changes some organisms survive and reproduce, some move, some are transformed, and some die.
- Determine the effects of balanced and unbalanced forces on the motion of an object and the cause and effect relationships of electric or magnetic interactions between two objects.
- Apply their understanding of magnetic interactions to define a simple design problem.

GRADE 4 – FINE ARTS

In the Fine Arts (NCAS) grade 4 students will:

- Explore new artistic ideas and work.
- Organize artistic ideas and work.
- Revise artistic work.
- Prepare for presentation.
- Vary use of technique in artistic presentation.
- Evaluate shared artistic work.
- Analyze messages in artistic work.
- Interpret purposes for artistic work.
- Apply criteria to artistic work.
- Respond to community and social issues through art works.
- Relate arts understandings to history, culture and society.

GRADE 4 - HUMANITIES

In English Language Arts (CCSS-ELA), grade 4 students will:

- Use evidence to determine key ideas and details in both literature and informational text.
- Explain elements of craft and structure in both literature and informational text.
- Integrate knowledge and ideas from literature and informational text.
- Read and comprehend literature and informational text in the grades 4-5 text complexity.
- Know and apply phonics and word analysis skills.
- Read grade-level text with accuracy and fluency.
- Write a variety of text types for a variety of purposes: opinion, informative and narrative text.
- Produce and distribute writing with guidance and support from peers and adults.
- Conduct research to build and present knowledge.
- Write routinely over extended time frames.
- Discuss a range of grade 4 topics and texts with their peers with comprehension.
- Report on knowledge and ideas orally, with audio and visual support.
- Demonstrate command of the conventions of standard English.
- Use knowledge of language and its conventions when writing, speaking, reading or listening.
- Demonstrate understanding of new vocabulary in varying grade 4 contexts.

In grade 4 Social Studies (3C), students will:

- Explain Hawai‘i’s culture, history, language and arts practices.

- Explain the importance of constructing compelling and supporting questions.
- Determine the most helpful sources to answer their questions.
- Explain the dynamics of civic and political institutions.
- Apply civic virtues and participate in democratic principles.
- Compare processes, rules and laws.
- Compare economic decision-making.
- Explain dynamics of exchange markets, national economy, and global economy
- Construct and use geographic representations, or spatial views of the world
- Explain human-environment interactions of place, region and culture.
- Analyze patterns of human populations and their movements.
- Explain global interconnections.
- Create sequences of historical change, continuity and context.
- Explain diverse historical perspectives.
- Compare historical sources and infer their meanings.
- Explain possible causes and effects.
- Distinguish information provided by multiple sources.
- Use evidence to develop and critique claims for an argument
- Explain strategies and approaches for identifying problems and taking action.

GRADE 4 - STEAM

In Mathematic content (CCSS-MA), grade 4 students will:

- Use the four operations with whole numbers to solve problems.
- Gain familiarity with factors and multiples.
- Generate and analyze patterns.
- Generalize place value understanding for multi-digit whole numbers.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.
- Extend understanding of fraction equivalence and ordering.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Understand decimal notation for fractions, and compare decimal fractions.
- Solve problems involving measurement and conversion of measurements from larger units.
- Represent and interpret data.
- Geometric measurement: understand concepts of angle and measure angles.
- Draw and identify lines and angles, and classify shapes by properties of their lines.

In Science (NGSS), grade 4 students will:

- Explain the complex land systems and ecology unique to Hawai‘i.
- Formulate answers to questions such as: “What are waves and what are some things they can do? How can water, ice, wind and vegetation change the land? What patterns of Earth’s features can be determined with the use of maps? How do internal and external structures support the survival, growth, behavior, and reproduction of plants and animals? What is energy and how is it related to motion? How is energy transferred?”
- Use a model of waves to describe patterns of waves in terms of amplitude and wavelength.
- Develop understanding of the effects of weathering on water, ice, wind, or vegetation.

- Apply their knowledge of natural Earth processes to generate and compare multiple solutions to reduce the impacts of such processes on humans.
- Analyze and interpret data from maps.
- Develop an understanding that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
- Describe that an object can be seen when light reflected from its surface enters the eye.
- Use evidence to construct an explanation of the relationship between the speed of an object and the energy of that object.
- Develop an understanding that energy can be transferred from place to place by sound, light, heat, and electric currents or from object to object through collisions.
- Apply their understanding of energy to design, test, and refine a device that converts energy.

GRADE 5 – FINE ARTS

In the Fine Arts (NCAS) grade 5 students will:

- Conceptualize original artistic ideas and work.
- Devise artistic ideas and work.
- Rehearse artistic work.
- Prepare for presentation.
- Vary use of technique in artistic presentation.
- Evaluate shared artistic work.
- Reflect on personal reactions to artistic work.
- Provide evidence to support interpretations of artistic work.
- Evaluate artistic work with criteria.
- Identify how arts are used to influence individuals and communities.
- Relate arts understandings to history, culture and society.

GRADE 5 - HUMANITIES

In English Language Arts (CCSS-ELA), grade 5 students will:

- Use evidence to determine key ideas and details in both literature and informational text.
- Explain elements of craft and structure in both literature and informational text.
- Integrate knowledge and ideas from literature and informational text.
- Read and comprehend literature and informational text in the grades 4-5 text complexity.
- Know and apply phonics and word analysis skills.
- Read grade-level text with accuracy and fluency.
- Write a variety of text types for a variety of purposes: opinion, informative and narrative text.
- Produce and distribute writing with guidance and support from peers and adults.
- Conduct research to build and present knowledge.
- Write routinely over extended time frames.
- Discuss a range of grade 5 topics and texts with their peers with comprehension.
- Report on knowledge and ideas with multimedia components.
- Demonstrate command of the conventions of standard English.
- Use knowledge of language and its conventions when writing, speaking, reading or listening.
- Demonstrate understanding of new vocabulary and use new vocabulary in grade 5 contexts.

In grade 5 Social Studies (3C), students will:

- Analyze Hawai‘i’s culture, history, language and arts practices.
- Explain the importance of constructing compelling and supporting questions.
- Determine the most helpful sources to answer their questions.
- Explain the dynamics of civic and political institutions.
- Apply civic virtues and participate in democratic principles.
- Compare processes, rules and laws.
- Compare economic decision-making.
- Explain dynamics of exchange markets, national economy and global economy
- Construct and use geographic representations, or spatial views of the world
- Explain human-environment interactions of place, region and culture.
- Analyze patterns of human populations and their movements.
- Explain global interconnections.
- Create sequences of historical change, continuity and context.
- Explain diverse historical perspectives.
- Compare historical sources and infer their meanings.
- Explain possible causes and effects.
- Distinguish information provided by multiple sources.
- Use evidence to develop and critique claims for an argument
- Explain strategies and approaches for identifying problems and taking action.

GRADE 5 - STEAM

In Mathematic (CCSS – MA) content, grade 5 students:

- Write and interpret numerical expressions.
- Analyze patterns and relationships.
- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.
- Use equivalent fractions as a strategy to add and subtract fractions.
- Apply and extend multiplication and division to multiply and divide fractions.
- Convert like measurement units within a given measurement system.
- Represent and interpret data.
- Understand concepts of volume and relate volume to multiplication and to addition.
- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Classify two-dimensional figures into categories based on their properties.

In Science (NGSS), grade 5 students will:

- Analyze the complex land systems and ecology unique to Hawai‘i.
- Formulate answers to questions such as: “When matter changes, does its weight change? How much water can be found in different places on Earth?”
- Describe how matter is made of particles too small to be seen through a telescope.
- Develop an understanding of the idea that total weight of matter is conserved.
- Determine whether the mixing of two or more substances results in new substances. Describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
- Describe and graph data to provide evidence about the distribution of water on Earth.
- Develop an understanding that plants get materials they need for growth from air and water.

- Describe the movement of matter among plants, animals, decomposers, and the environment and that energy in animals' food was once energy from the sun.
- Develop an understanding of patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

MIDDLE SCHOOL FINE ARTS INTEGRATION

In the **Fine Arts (NCAS)**, Middle School (grades 6-8), students will:

- Generate and conceptualize artistic ideas and work.
- Organize and develop artistic ideas and work.
- Refine and complete artistic work.
- Develop and refine artistic work for presentation.
- Convey meaning through the presentation of artistic work.
- Interpret intent and meaning in artistic work.
- Apply criteria to evaluate artistic work.
- Synthesize and relate knowledge and personal experiences to make art.
- Relate artistic ideas and works with societal, cultural, historical context.

GRADE 6 – ENGLISH

In **English Language Arts (CCSS-ELA)**, grade 6 students will:

- Cite evidence to determine key ideas and details in both literature and informational text.
- Analyze elements of craft and structure in both literature and informational text.
- Integrate knowledge and ideas from literature and informational text.
- Read and comprehend literature and informational text in the grades 6-8 text complexity.
- Write a variety of text types for a variety of purposes: argument, informative, and narrative.
- Produce and distribute writing with guidance and support from peers.
- Conduct research to build and present knowledge.
- Write routinely over extended time frames.
- Discuss a range of grade 6 topics and texts with their peers with comprehension.
- Present knowledge and ideas with multimedia components.
- Demonstrate command of the conventions of standard English.
- Use knowledge of language and its conventions when writing, speaking, reading or listening.
- Demonstrate understanding of new vocabulary and use new vocabulary in grade 6 contexts.

GRADE 6 – MATH

In **Mathematic (CCSS-MA)** content, grade 6 students will:

- Understand ratio concepts and use ratio reasoning to solve problems.
- Apply previous understandings of multiplication and division to divide fractions by fractions.
- Multiply and divide multi-digit numbers and find common factors and multiples.
- Apply and extend previous understandings of numbers to the system of rational numbers.
- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Reason about and solve one-variable equations and inequalities.
- Represent quantitative relationships between dependent and independent variables.
- Solve real-world and mathematical problems involving area, surface area, and volume.
- Develop understanding of statistical variability.
- Summarize and describe distributions.

GRADE 7 – ENGLISH

In English Language Arts (CCSS-ELA), grade 7 students will:

- Cite evidence to determine key ideas and details in both literature and informational text.
- Analyze elements of craft and structure in both literature and informational text.
- Integrate knowledge and ideas from literature and informational text.
- Read and comprehend literature and informational text in the grades 6-8 text complexity.
- Write a variety of text types for a variety of purposes: argument, informative, and narrative.
- Produce and distribute writing with guidance and support from peers.
- Conduct research to build and present knowledge.
- Write routinely over extended time frames.
- Discuss a range of grade 7 topics and texts with their peers with comprehension.
- Present knowledge and ideas with multimedia components.
- Demonstrate command of the conventions of standard English.
- Use knowledge of language and its conventions when writing, speaking, reading or listening.
- Demonstrate understanding of new vocabulary and use new vocabulary in grade 7 contexts.

GRADE 7 - MATH

In Mathematics (CCSS-MA) content, grade 7 students will:

- Analyze proportional relationships and use them to solve real-world problems.
- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
- Use properties of operations to generate equivalent expressions.
- Solve real-life mathematical problems using numerical, algebraic expressions and equations.
- Draw, construct and describe geometrical figures, describe the relationships between them.
- Solve real-life mathematical problems involving angle measure, area, surface area, and volume.
- Use random sampling to draw inferences about a population.
- Draw informal comparative inferences about two populations.
- Investigate chance processes and develop, use, and evaluate probability models.

GRADE 8 – ENGLISH

In English Language Arts (CCSS-ELA), grade 8 students will:

- Cite evidence to determine key ideas and details in both literature and informational text.
- Analyze elements of craft and structure in both literature and informational text.
- Integrate knowledge and ideas from literature and informational text.
- Read and comprehend literature and informational text in the grades 6-8 text complexity.
- Write a variety of text types for a variety of purposes: argument, informative, and narrative.
- Produce and distribute writing with guidance and support from peers.
- Conduct research to build and present knowledge.
- Write routinely over extended time frames.
- Discuss a range of grade 8 topics and texts with their peers with comprehension.
- Present knowledge and ideas with multimedia components.
- Demonstrate command of the conventions of standard English.
- Use knowledge of language and its conventions when writing, speaking, reading or listening.

- Demonstrate understanding of new vocabulary and use new vocabulary in grade 8 contexts.

GRADE 8 – MATH

In Mathematics (CCSS-MA) content, grade 8 students will:

- Know there are numbers that are not rational, and approximate them by rational numbers.
- Work with radicals and integer exponents.
- Understand the connections between proportional relationships, lines, and linear equations.
- Analyze and solve linear equations and pairs of simultaneous linear equations.
- Define, evaluate, and compare functions.
- Use functions to model relationships between quantities.
- Understand congruence using physical models, transparencies, or geometry software.
- Understand and apply the Pythagorean Theorem.
- Solve real-world problems involving volume of cylinders, cones and spheres.
- Investigate patterns of association in bivariate data.

MIDDLE SCHOOL SCIENCE ELECTIVES

In Middle School, Physical Science (NGSS), grades 6-8, students will:

- Formulate an answer to the question, “How do atomic and molecular interactions explain the properties of matter that we see and feel?”
- Apply understanding that pure substances have characteristic physical and chemical properties and are made from a single type of atom or molecule.
- Provide molecular level accounts to explain states of matters and changes between states,
- Explain that chemical reactions involve regrouping of atoms to form new substances, and that atoms rearrange during chemical reactions.
- Apply an understanding of the design and the process of optimization in engineering.
- Formulate an answer to the question, “How can one describe physical interactions between objects and within systems of objects?”
- Apply Newton’s Third Law of Motion to relate forces to explain the motion of objects.
- Apply ideas about gravitational, electrical, and magnetic forces to explain a variety of phenomena including ideas about why some materials attract each other while others repel.
- Develop understanding that gravitational interactions are always attractive but that electrical and magnetic forces can be both attractive and negative.
- Develop ideas that objects can exert forces on each other even though the objects are not in contact, through fields.
- Apply an engineering practice and concept to solve a problem caused when objects collide.
- Formulate an answer to the question, “How can energy be transferred from one object or system to another?”
- Develop their understanding of important qualitative ideas about energy including that the interactions of objects can be explained and predicted using the concept of transfer of energy from one object or system of objects to another, and the total change of energy in any system is always equal to the total energy transferred into or out of the system.
- Develop understanding that objects that are moving have kinetic energy and that objects may also contain stored (potential) energy, depending on their relative positions.
- Differentiate between energy and temperature, and begin to develop an understanding of the relationship between force and energy.

- Apply an understanding of design to the process of energy transfer.
- Formulate an answer to the question, “What are the characteristic properties of waves and how can they be used?”
- Describe and predict characteristic properties and behaviors of waves.
- Apply an understanding of waves as a means to send digital information.

In Middle School, Life Science (NGSS), grades 6-8, students will:

- Formulate an answer to the question, “How can one explain the ways cells contribute to the function of living organisms?”
- Gather information and use this information to support explanations of the structure and function relationship of cells.
- Communicate understanding of cell theory.
- Develop a basic understanding of the role of cells in body systems and how those systems work to support the life functions of the organism.
- Construct an explanation for how environmental and genetic factors affect organisms.
- Connect this to the role of animal behaviors in reproduction of animals as well as the dependence of some plants on animal behaviors for their reproduction.
- Formulate an answer to the question, “How does a system of living and non-living things operate to meet the needs of the organisms in an ecosystem?”
- Analyze and interpret data, develop models, and construct arguments and demonstrate a deeper understanding of resources and the cycling of matter and the flow of energy.
- Study patterns of the interactions among organisms within an ecosystem.
- Consider biotic and abiotic factors in an ecosystem and the effects these factors.
- Evaluate competing design solutions for maintaining biodiversity and ecosystem services.
- Formulate an answer to the question, “How do living organisms pass traits from one generation to the next?”
- Describe ways gene mutations and sexual reproduction contribute to genetic variation. Formulate an answer to the question, “How do organisms change over time in response to changes in the environment?”
- Construct explanations based on evidence to support fundamental understandings of natural selection and evolution.
- Use ideas of genetic variation in a population to make sense of organisms surviving and reproducing, hence passing on the traits of the species.
- Use fossil records and anatomical similarities of the relationships among organisms and species to support their understanding.

In Middle School, Earth and Space Sciences (NGSS), grades 6-8, students will:

- Formulate an answer to questions such as: “What is Earth’s place in the Universe, What makes up our solar system and how can the motion of Earth explain seasons and eclipses? How do people figure out that the Earth and life on Earth have changed through time?”
- Examine the Earth’s place in relation to the solar system, Milky Way galaxy, and universe.
- Use models of the solar system to explain astronomical and other observations of patterns.
- Connect to engineering through the instruments and technologies that have allowed us to explore the objects in our solar system and obtain the data that support the theories.
- Examine geoscience data in order to understand the processes and events in Earth’s history.

- Formulate an answer to questions such as: “How do the materials in and on Earth’s crust change over time? How does the movement of tectonic plates impact the surface of Earth?”
- Develop understanding of how Earth’s geosystems operate by modeling the flow of energy and cycling of matter within and among different systems.
- Investigate the controlling properties of important materials and construct explanations based on the analysis of real geoscience data.
- Develop understanding of ways that geoscience processes provide resources needed by society but also cause natural hazards that present risks to society.
- Develop understanding of the factors that control weather.
- Examine the feedbacks between systems as energy from the sun is transferred between systems and circulates through the ocean and atmosphere.
- Formulate an answer to questions such as: “How is the availability of natural resources related to naturally occurring processes? How do human activities affect Earth systems?”
- Develop understanding of the ways that human activities impacts Earth’s other systems.
- Develop understanding of the significant and complex issues surrounding human uses of land, energy, mineral, and water resources and the resulting impacts of their development.

MIDDLE SCHOOL SOCIAL STUDIES ELECTIVES

In Civics (C3), Middle School (grades 6-8) students will:

- Explain how experts view compelling and supporting questions.
- Determine sources that will provide multiple perspectives in response to questions.
- Explain the roles of civic and political institutions.
- Analyze principle of civic virtues and democratic principles.
- Assess processes, rules and laws.
- Evaluate possible causes and effects.
- Evaluate information provided by multiple sources.
- Construct and adapt arguments using claims and counterclaims.
- Critique arguments for credibility.
- Analyze procedures for making decisions and taking action.

In Economics (C3), Middle School (grades 6-8) students will:

- Explain how experts view compelling and supporting questions.
- Determine sources that will provide multiple perspectives in response to questions.
- Explain economic decision-making.
- Analyze dynamics of exchange markets.
- Explain and evaluate dynamics of the national economy.
- Explain dynamics of a global economy.
- Evaluate possible causes and effects.
- Evaluate information provided by multiple sources.
- Construct and adapt arguments using claims and counterclaims.
- Critique arguments for credibility.
- Analyze procedures for making decisions and taking action.

In Geography (C3), Middle School (grades 6-8) students will:

- Explain how experts view compelling and supporting questions.
- Determine sources that will provide multiple perspectives in response to questions.

- Construct and use geographic representations, or spatial views of the world
- Evaluate human-environment interactions of place, region and culture.
- Analyze relationships between human populations and their movements.
- Explain global interconnections.
- Evaluate possible causes and effects.
- Evaluate information provided by multiple sources.
- Construct and adapt arguments using claims and counterclaims.
- Critique arguments for credibility.
- Analyze procedures for making decisions and taking action.

In History of the Pacific (C3), Middle School (grades 6-8) students will:

- Explain how experts view compelling and supporting questions.
 - Determine sources that will provide multiple perspectives in response to questions.
 - Analyze historical change, continuity and context.
 - Analyze diverse historical perspectives.
 - Classify and evaluate historical sources.
 - Evaluate possible causes and effects.
 - Evaluate information provided by multiple sources.
 - Construct and adapt arguments using claims and counterclaims.
 - Critique arguments for credibility.
 - Analyze procedures for making decisions and taking action.
2. A clear description of the rigorous academic standards that will be used at the proposed school. The description must include, provided as **Attachment D (no page limit)**, a map or list of each standard that will be addressed in each course at each grade level and demonstrates vertical alignment from grade level to grade level. The description must also include a rationale for inclusion each set of standards that proposed school plans to adopt that demonstrates an understanding of how each set of standards will contribute to the success of student learning under the Academic Plan.

ARTS AND HUMANITIES

National Core Arts Standards (NCAS) have been devised to support artistic literacy through overarching common values and expectations for learning across five arts disciplines: visual arts, music, dance, drama, and media arts. These standards frame the arts as the media of today’s society, providing powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience. These standards facilitate participation in each of the arts as students become creators, performers, and audience members to discover and develop their own creative capacity. Such participation also enhances mental, physical, and emotional well-being. This set of standards honors how the arts have historically provided essential means for individuals and communities, including those of Hawai‘i, to express their ideas, experiences, feelings, and deepest beliefs. Understanding artwork provides insights into individuals’ own and others’ cultures and societies, while also providing opportunities to access, express, and integrate meaning across a variety of content areas. Finally, these standards provide means for individuals to collaborate and connect with others in an inclusive environment as they create, prepare, and share artwork (National Coalition for Core Arts Standards, 2014). At KA, the NCAS standards are integrated in both Humanities and STEM subject areas.

Common Core State Standards – English Language Arts (CCSS-ELA) require students to read stories and literature, as well as more complex texts that provide facts and background knowledge about the world around us. The skills and knowledge captured in the ELA/literacy standards are designed to prepare students for life outside the classroom. They include critical-thinking skills and the ability to closely and attentively read texts in a way that will help them understand and enjoy complex works of literature. Students learn to use cogent reasoning and evidence collection skills. The standards also lay out a vision of what it means to be a literate person who is prepared for success in the 21st century. Anchor standards in reading, writing, speaking and listening, and language carefully articulate developmentally appropriate goals within overarching strands across grade levels (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010).

College, Career, and Civic Life (3C) Framework for Social Studies State Standards call for students to recognize societal problems; ask good questions and develop robust investigations into them; consider possible solutions and consequences; separate evidence-based claims from parochial opinions; and communicate and act upon what they learn. Most importantly, they must possess the capability and commitment to repeat that process as long as is necessary. Young people need strong tools for, and methods of, clear and disciplined thinking in order to traverse successfully the worlds of college, career, and civic life. These standards are organized into four dimensions: 1. Developing questions and planning inquiries; 2. Applying disciplinary concepts and tools; 3. Evaluating sources and using evidence; and 4. Communicating conclusions and taking informed action (National Council for the Social Studies, 2013).

Rationale for Integrating Arts and Humanities Standards. The arts and humanities are often taught hand in hand because the unique processes of writing, reading, and researching symbiotically support artistic processes of describing, interpreting, and evaluating. Definitions of text now include a range of media, and literacy has come to embrace visual and auditory information beyond the written word. Research tells us arts integration with young children can improve story recall, verbal skills, and understanding of written material. In particular, drama activities can improve social skills and language use for remedial readers. They also improve both attitudes toward reading and reading achievement for disadvantaged students (Deasy, 2002; Fisk, 1999). The arts support students as they activate schema, make inferences, and develop imagery when reading – all powerful tools to develop comprehension (Keene & Zimmerman, 2007). Research shows positive effects on both quantity (McNaughton, 1997) and quality (McKean & Sudol, 2002) when comparing the writing of children with arts experiences to those without. Finally, the arts provide students tremendous opportunities to experience empathy and perspective; foundational to social sciences. They provide opportunities to rehearse for life as learners making choices that impact others and explore their own identities.

For example, 4th grade students engage in an exploration: *How does the wind shape and reflect the culture of Hawai‘i?* Students learn a traditional chant that characterizes various winds in Hawai‘i, and in doing so, construct meaning behind the *kaona*, or the multiple meanings that lie within the expressive language in the poetry. They create their own metaphors, similes, and personifications of the wind. Next, they read *Calabash of the Winds*, the story of how Maui, ambitious to fly his kite high and fast, let loose the winds from *Ipu Nui* and destroyed the village. Students engage in tableaux (frozen, dramatic physical group images) to portray the interdependence of the all those within the village given their varying responsibilities. They role-

play within a town meeting to determine the how to create rules, establish order and develop consequences so that this type of destruction is not repeated. Through this inquiry, 4th graders:

- Demonstrate understanding of figurative language (CCSS.ELA-Literacy.L.4.5).
- Refer to details when drawing inferences from the text (CCSS.ELA-Literacy.RL.4.1).
- Determine a theme of a story, and summarize the text (CCSS.ELA-Literacy.RL.4.2).
- Identify evidence a speaker provides to support points (CCSS.ELA-Literacy.SL.4.3).
- Examine the origins and purposes of rules and laws (3C-D2.Civ.3.3-5).
- Explain how groups of people make rules to create responsibilities (3C-D2.Civ.4.3-5).
- Describe ways people are challenged by working together (3C-D2.Civ.6.3-5).
- Explain how people change rules and laws (3C-D2.Civ.12.3-5).
- Articulate the visual details of imagined worlds, and improvised stories (TH:Cr1.1.4).
- Collaborate to devise original ideas for a drama (TH:Cr2.1.4).
- Share small-group drama/theatre work, with peers as audience (TH:Pr6.1.4).

STEAM

Next Generation Science Standards (NGSS) are built upon a vision of what it means to be proficient in science; it rests on a view of science as both a body of knowledge and an evidence-based, model and theory building enterprise that continually extends, refines, and revises knowledge. It presents three dimensions combined to form each standard: 1. The practices describe behaviors that scientists engage in as they investigate and build models and theories about the natural world and the key set of engineering practices that engineers use as they design and build models and systems; 2. Crosscutting concepts have application across all domains of science. As such, they are a way of linking the different domains of science. 3. Disciplinary core ideas have the power to focus K–12 science curriculum, instruction and assessments on the most important aspects of science (NGSS Lead States, 2013). The practices, cross cutting concepts, and disciplinary core ideas in NGSS easily lend themselves to address the specific context of the people and environment in Hawai‘i, from *mauka* to *makai*.

Common Core State Standards – Mathematics (CCSS – MA) concentrate on a clear set of math skills and concepts. The standards encourage students to solve real-world problems. They endeavor to stress conceptual understanding of key ideas, but also organizing principles such as place value and the laws of arithmetic to structure those ideas. The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices – such as problem solving, reasoning and proof, communication, representation, and connections – rest on important “processes and proficiencies” with longstanding importance in mathematics education (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010). Such practices can be easily applied as ethnomathematics to meet the interests and concerns of our unique place in the Pacific.

Rationale for Integrated STEAM Standards. Fusing STEM subjects (Science, Technology, Engineering, Math) with art addresses a popular and growing concern that our schools are failing to produce creative thinkers who will meet the demands of the future (Bronson & Merryman, 2010; Robinson & Azzam, 2009; Wagner, 2012). Creativity involves aspects of novelty, innovation, or ingenuity (often highly valued in the disciplines of art) and task-specific purposefulness to solve real-world problems (often valued in the fields of science and engineering). STEAM is an ideal place for creativity to thrive. Such integration has the potential

to help students make connections to the scientific practices needed to successfully meet the expectations of NGSS (Tzou, Conner, Guthrie, & Pompea, 2014), mathematical practices required of CCSS, and creative problem solving through visual and kinesthetic modalities.

For example, in a 4th grade STEAM project, students explore the question: *How does energy transform?* This inquiry challenges students to measure wind speed with an anemometer, represent and interpret the data they gather, engineer a wind turbine, interview engineers at a wind farm, process and reflect on information in science notebooks, improvise creative movement to represent energy, and create dance choreography to demonstrate the transformation of wind energy. Students engage in creative movement as a process for making sense out of crosscutting concepts such as energy and matter, and also choreograph and performed original dances to demonstrate their new understandings. Finally, students form an argument and about the use of wind for energy in Hawai‘i and present their ideas and performances through a *ho‘ike* to community members. Through this STEAM inquiry, 4th grade students:

- Use evidence to explain the speed of an object and energy of that object (NGSS - 4-PS3-1).
 - Make observations that energy can be transferred by electric currents (NGSS - 4-PS3-2)
 - Ask questions and predict outcomes about the changes in energy (NGSS 4-PS3-3).
 - Design, test, and refine a device that converts energy (NGSS 4-PS3-4).
 - Solve problems involving measurements and conversions (CCSS.Math.Content.4.MD.A.2)
 - Represent and interpret data (CCSS.Math.Content.4.MD.B.4)
 - Develop an idea for choreography based on the concept of energy (NCAS DA: Cr 1.1.4)
 - Demonstrate fundamental dance skills (NCAS DA:Pr5.1.4)
 - Revise movement based on peer feedback and self-reflection (NCAS DA: Cr3.1.4)
3. [A description of the materials that have been selected and an explanation that clearly demonstrates how the materials support the Academic Plan. For grade levels and courses that do not have curriculum materials selected, a reasonable and sound timeline and description of how the materials will be developed or selected and a list of individuals that will be involved in the development or selection process. If the proposed Academic Plan includes a *virtual or blended learning program*, include a clear description of the online learning curriculum program\(s\) and a reasonable rationale for the selection of the curriculum program\(s\).](#)

KA’s curriculum materials meet the following criteria: a) Aligned with course outcomes and standards (See II.B1 and II.B2); b) Designed to support students with diverse needs; c) Supported by research evidence; d) Articulated within and between grade levels; e) Connected across content areas; f) Open-ended for integration through the arts. While KA teachers use these materials to focus on the knowledge, skills and dispositions fundamental to each content area, they also integrate these materials to explore essential questions and enduring understandings that cut across content areas (Wiggins, 2007). Many of these materials are already organized to do so, with units of study anchored with big questions that tie together the STEAM subjects, or Humanities questions. These materials are not prescriptive in dictating *how* teachers should teach. They provide content worthy of exploration and pedagogical supports for teachers, but do not script the methods. Through the arts, KA teachers bring the content of these materials to life, providing students personal experiences from which they develop schema and make meaning out of overarching questions and concepts.

For example, 1st grade KA students read *Rain School* by James Rumsford, a story in the *Wonders* literature anthology to explore: *How do pictures tell stories?* (CCSS.ELA-

Literacy.RL.1.7). Students pantomime before, during and after reading *Rain School*. By making images with their bodies, students connect their own experiences with the illustrations in the story to help them describe characters, settings, and events. They engage in Visual Thinking Strategies (see B6) to describe and interpret both the pantomimes and the illustrations. In addition, KA teachers utilize curriculum materials that have been developed locally to help them ask and answer questions unique to Hawai‘i. These curricula challenge students to connect with the characteristics of our community, ecology, and history to define the place we call home. These place-based materials also encourage methodologies that extend beyond traditional print-based instruction; thus lending themselves well to arts integration. For example, through *mo‘olelo* (story), *mele* (song) and *ki‘i* (image) children with diverse interests and abilities come to understand dynamics of interdependence of the *loko i‘a* (fishpond) and represent a food chain of that ecosystem through a collaborative mural.

English Language Arts. Elementary (K-5): *Reading Wonders* is designed specifically for the Common Core State Standards for English Language Arts. Combining research-based instruction with new tools to meet today's challenges, every component and every lesson is designed for effective and efficient CCSS instruction. The range of reading and writing materials provide support for building a strong reading foundation, accessing complex text, finding and using text evidence, engaging in collaborative conversations, writing to sources. For Middle (6-8): *SpringBoard* is characterized by: a) content that is continuously informed by practicing teachers to work in the context of today’s classrooms; b) integration including vertical alignment so that all students benefit from coherence, rigor, and a consistent culture of high expectations; and c) technology that provides teachers and students with functionality that supports deep engagement with the text, standards alignment, and enhanced communication. A balance of investigative, guided, and directed activities build content knowledge, encourage exploration, modeling, collaboration, practice, and application. For reading assessment, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills. STAR Early Literacy is the most widely used computer-based diagnostic assessment for determining early literacy and numeracy progress for emerging readers in grades PreK-3. Educators receive valid, reliable, actionable data in about 10 minutes, so an entire class can be assessed in one period. Reading, writing, and speaking and listening curricula will be augmented with a library of literature written by authors of Hawai‘i for children of Hawai‘i. Examples of authors of local children’s literature include: Ikuwa, Rumsford, Matsumoto, Carolan, Avelino, Ka’awa, Kawai’ae’a, Kruger, and Keolanui.

Mathematics. In Elementary (K-5): *Investigations* materials are designed to support students to make sense of mathematics and become mathematical thinkers. It focuses on computational fluency with whole numbers as a major goal of the elementary grades. *Investigations* also develops important areas of mathematics—rational numbers, geometry, measurement, data, and early algebra—and connections among them. It emphasizes reasoning about mathematical ideas, and engages the range of learners in understanding mathematics. The 3rd edition of *Investigations* (Fall 2016) will maintain its standard of excellence as a focused, coherent program that embodies the Common Core State Standards for Mathematical Practice and aligns to the Content Standards. For Middle School (6-8) *SpringBoard* materials are characterized by: a) content that is continuously informed by practicing teachers to work in the context of today’s classrooms; b) integration including vertical alignment so that all students benefit from

coherence, rigor, and a consistent culture of high expectations; and c) technology that provides teachers and students with functionality that supports deep engagement with the text, standards alignment, and enhanced communication. A balance of investigative, guided, and directed activities build content knowledge, encourage exploration, modeling, collaboration, practice, and application. In assessment, *TenMarks* provides personalized online math practice and enrichment programs for first through twelfth graders using a structured approach of practice, on-demand hints, video lessons and real-time results. Aligned to CCSS, it provides immediate feedback through formative assessments.

Science. For all grades, *FOSS* is a research-based science curriculum for grades K-8 and an ongoing research project dedicated to improving the learning and teaching of science. *FOSS* program materials are designed to meet the challenge of providing meaningful science education for diverse students. Development of the *FOSS* program was, and continues to be, guided by advances in the understanding of how people think and learn. The *FOSS Next Generation K-5* program is the latest edition of *FOSS* for elementary classrooms, developed to meet the requirements of the Next Generation Science Standards (NGSS). Science curricula will be augmented with *Aloha Aina* (K-3) and *Malama Honua* (4-8), digitally available at ulukau.org. These curricula integrate traditional, ecological knowledge through science, culture, and the arts as place based learning. They also connect the classroom to the community and the unique places and people who are keepers of Hawaii's knowledge.

Social Studies. For all grades, TCI Interactive Text: *Social Studies Alive!* Materials teach students about the world around them in ways that make them excited to learn every day. Activities like the Revolutionary War tug-of-war capture their imagination and help them long remember key content. Lessons start with a big idea — Essential Question — and incorporate graphic note taking, group work, and step-by-step discovery. Students are the center of instruction that taps a variety of learning styles, allowing students of all abilities to succeed. At grade 4, *Hawaiians of Old—Nā Kānaka Maoli o ka Wā Kahiko* is the 4th edition of this history book. This textbook details the migrations, practices, lives, and societies of Hawaiian people before Western explorers arrived in the islands. The text incorporates many different perspectives about the history of Hawai'i during that time. This new edition uses Hawaiian language throughout. At grade 7: *Pacific Nations and Territories* offers information on all the island groups of Micronesia, Melanesia, and Polynesia, covering geography, geology, migration, history, climate, and pre-contact lifestyles. Additional Social Studies materials include: Classroom map, globe, compass, local and national newspaper subscriptions, monthly subscription to *Times for Kids*, and a subscription to *BrainPop*. Curricula will be augmented with *Imi ike: Systems and the Ahupua'a*, (digitally available at ulukau.org). This curriculum covers the physical system of the ahupua'a, the historic governance of the ahupua'a, and modern problems along with student recommendations. The goal of this curriculum is to bring traditional Hawaiian teaching and learning styles into the classroom.

Fine Arts. Instruments include hand percussion, orf instruments, recorders, ukulele.

Exemplars consist of: Dance DVD library (e.g. Alvin Ailey, Pilobolous, Black Grace, Merrie Monarch); Visual Arts Reprints (e.g. Honolulu State Foundation for Culture and the Arts collection including artists Kane, Pau, and Enos, classical paintings including Picasso, Van Gogh, Monet, and contemporary artists such as Kandinski, Ringgold, Pollock); Drama/Theatre DVD library (e.g. Marcel Marceau, Royal Shakespeare Company, August Wilson); Music CD/DVD library (e.g. STOMP, West African Rhythm, Vivaldi, Bocelli, McFerrin, Yo Yo Ma,

Chappelle, Kaapana, Makana). **Supplies** include: Drawing pencils, sharpie pens, permanent ink, white sulfite drawing paper, newspaper, tracing paper, card stock, tempera paints, watercolor paints, acrylic brushes of different sizes and shapes, watercolor paper, canvas, water-based printing inks, brayers, inking plates, Styrofoam for printing, linoleum for printmaking, linoleum knives, exacto knives, metal rulers, wood blocks, various printing papers, printing screens, clay, assortment of clay tools, clay glazes. **Mobile Technology Labs** include carts with a class set of 25 tablets, and a cart with a class set of 25 laptops.

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

KA has identified two overarching academic goals detailed here. The plan for assessing progress of individuals, cohorts, and the school as a whole is outlined in II.B5 and Attachment X.

SSP Goal # 1 – Student Success in ELA/Literacy, Math, and Science. Measure: SBAC in ELA, Math, and Science. Metric: Baseline – SY 2017-2018. Collect and assess data points for various cohorts. Minimum expected student gains per year (based on complex targets): 4% ELA/Literacy, and 5% Math. Target: KA will meet the goals set for Leilehua Complex schools. In year 3 and beyond, the culture-based, arts integrated curriculum coupled with RtI strategies will support students to exceed the complex targets

Goal # 2 – Academic growth of at least one (1) year in Reading and Math. Measure: DIBELS, STAR, TenMarks. Metric: Baseline collected followed by quarterly reports. Target: Goal allows KA to demonstrate student growth on an individual and cohort basis, thus ensuring clearly visible and attainable targets for students and their families

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

At KA, students develop a growth portfolio with evidence of content integrated arts processes and products, along with self-assessments, reflections, and future goals. Well-designed portfolios represent contextualized learning that requires complex thinking and expressive skills. Starting in kindergarten, teachers explicitly guide students in understanding the purpose of the portfolio and developing the skills for meeting explicit criteria to meet grade level expectations. Students will populate and review their portfolios quarterly, developing awareness of their learning process and deepening their understanding of core arts strategies. Portfolio artifacts will include students’ artwork, video clips of dance and drama projects, audio, creative writing, and verbal and written responses to artwork. For example, a typical 4th grade student’s arts integration may contain the following artifacts for the first quarter:

First Quarter Arts Integrations Portfolio: Table of Contents		
Artifacts	Description	Standards
1. Cover Page	A checklist of criteria for quality portfolio accompanied with Q1 class goals & individual student goals.	
2. Drawing: Leaf	Photograph of an oil pastel drawing, including scientific observations, labels and questions.	NGSS.4LS1-1, CCSS. MATH. 4.NF.B.3.d, NCAS.VA:Cr3.1.4
3. Painting: Mauka & Makai	One photograph of a painting of the ocean juxtaposed with another painting of the mountain (including foreground, middle ground, and background) with contrasting use of arts media.	NGSS.4-ESS2-1, C3. D2.Geo.2.3-5., NCAS.VA:Cr2.3.4, NCAS.4. VA:Cr2.1.4, NCAS.4. VA:Cr3.1.4
4. Drama: Ahupua‘a	A photograph of a tableaux depicting roles and responsibilities of various groups in the ahupua‘a, including writing-in-role: a day in the life in ancient Hawai‘i.	CCSS. ELA-Literacy.W.4.2, CCSS.ELA-Literacy.W.4.3, C3.D2.Geo.4.3-5., NCAS.4., TH:Cr1.1.4, NCAS.4. TH:Cr2.1.4,
5. Music: Oli & Mele	One audio clip of the class’s oli and mele performed chorally, another audio clip with one phrase individually performed, with an explanation for how this phrase was selected.	C3.D2.Geo.5.3-5, NCAS.4. MU:Pr6.1.4, NCAS.4. MU:Pr4.1.4
6. Dance: Ka Makani	A video clip of student improvised creative movement of varying types of wind, with a poem integrating vocabulary of dance with descriptions of winds.	NGSS – 4-PS3-2, CCSS.ELA-Literacy.L.4.5, NCAS. DA:Pr4.1.4, NCAS.DA:Cr2.1.8
7. Reflection	A written self-reflection of Q1 arts integration experience with reference to artifacts.	NCAS. Anchor Standard #9: Apply criteria to evaluate artistic work.
8. Self-Assessment	A rubric with self-assessment of creative processes and products as well as the criteria of a quality portfolio, including goal setting for Q2.	

For the arts integration portfolio, teachers create developmentally appropriate performance rubrics with clear criteria for achievement as a grade level, articulated and aligned between grade levels. Teachers facilitate portfolio sharing among cohorts of students, who articulate strengths and areas for growth. Teachers also conference with individual students semi-annually before presenting portfolios to families during parent-teacher-student conferences. Finally, teachers meet in professional learning communities to engage in protocols to analyze the results of their portfolio assessments and engage in qualitative analyses of exemplars.

The School will participate in and comply with all federal and statewide assessments under the Strive HI Performance System. In addition to the data collected from the statewide assessments, KA will monitor the academic growth of the school, including individual students and subgroups utilizing the Hawai‘i Growth Model tools, such as the Longitudinal Data Systems (LDS). Universal screening in reading and math, as well as teacher created assessments, with the framework of triangulation of data, C.O.P. (Conversations, Observations, Performance/Products) will inform teachers. School staff will collaboratively

use the data to guide and enhance instruction to meet the needs of all students. KA uses DIBELS, STAR and TenMarks to regularly monitor all students. These instruments have a record of validity and reliability. Additionally, the tests align with the Common Core Standards. Students will be assessed three times per year for universal screening (early identification) and general education progress monitoring using the online computer programs. We track students over time: those who are performing above grade level are assessed monthly; those performing at grade level are assessed every two weeks, and those performing below grade level are assessed weekly. We monitor at-risk students closely, evaluate the effectiveness of instructional strategies, write individualized goals with the students and provide a system to report results to students, parents, teachers and administrators. KA teachers also support students with a variety of formative and summative assessments to determine student growth and ensure progress monitoring within their class. School-based assessments to be used in all courses may include: weekly teacher-generated quizzes; unit assessments and chapter tests; class projects and/or investigations based on thematic units of inquiry; class participation rubrics; and arts integration portfolios.

Hawai'i State assessment will be provided by the SBAC for grades 3-8 (reading and mathematics) and grades 4 and 8 (science). KA will administer the assessments authorized by the State's accountability system, and comply with all required state assessments aligned with schedules provided by the Hawai'i Department of Education and any other authority as may be applicable. Strive HI Performance Index measures provide a summative snapshot of the school's progress. These measures include: Student achievement (proficiency scores on SBA and HAS Science), Growth (measuring individual student's growth in learning from year to year), Readiness (attendance & Gr. 8 ACT scores), and Achievement Gap (the achievement gap between "high needs and non-high needs" students). Longitudinal data analysis, per Hawai'i Growth Model tool, LDS, will be collected annually to measure success and will consist of:

1. A pupil baseline developed during the first year using testing results.
 2. A comparison of annual results with the baseline scores to assess progress.
 3. Grade-level and school composite scores.
 4. A graph of annual results showing year-to-year change.
 5. A graph of school scores relative to state and national averages.
 6. Sub-analysis of a variety of variables to identify areas for improvement.
6. A clear description of the instructional strategies that the proposed school will use that adequately explains how these strategies support the mission, vision, and academic philosophy of the proposed school and are well-suited to the anticipated student population. The description must also include the interventions and modifications that will be made to instructional strategies if students are not meeting identified goals and targets. If the proposed school's Academic Plan contains a *virtual or blended learning program*, the description must adequately explain how the proposed instructional strategies will work with the online learning components to result in a coherent instructional program.

KA is inspired by a school close to home with a proven track record of success; Pomaika'i Elementary School on Maui has developed a model in which: a) all teachers are trained and supported in arts integration throughout the year; b) part-time arts specialists provide instruction in discrete art forms; c) all students receive residencies from local teaching artists; d) the arts, culture, land, and history of Hawai'i are central to learning. This model is unique

because students are engaged with traditional practices (such as oli, hula, and mo‘olelo) and also express their identities as children of Hawai‘i through student-centered practices such as creative movement, drama, and original song composition. The strong emphasis on the arts as an expression of identity, community and culture is essential for meeting the needs of our anticipated student population at KA.

KA’s instructional strategies include those that are art specific and others more broadly established as best practices. What’s more, arts integration practices often cross over with general education frameworks and strategies. General instructional strategies that complement the arts integration core of KA’s academic philosophy include but are not limited to:

Differentiated Instruction (DI): DI embraces cultural, familial, and academic differences among students. Teachers modify instruction to address the naturally occurring diversity in their classrooms while meeting curricular objectives. DI “focuses on the quality of activities versus the quantity of work assigned” (Smith & Throne, 2007). The arts provide teaching methods for designing lessons based on students’ learning styles, grouping students with arts-alike interests and skills, formatively assessing student understanding, and developing a safe and supportive environment to support student differences. **Place-Based Learning:** Place-based learning involves students in the civic life of their community. It immerses students in local heritage, cultures, landscapes, opportunities and experiences, using these as a foundation for the study of subjects across the curriculum (Place-based Education Evaluation Collaborative, 2010). As an integral component of culture, the arts provide windows for peering into peoples and places both close to home and around the globe. **Project-Based Learning:** Project-Based Learning is a student-centered strategy that requires students to conduct investigations independent of the teacher, unless otherwise directed or guided through the process of discovery. Students learn to ask and answer their own questions through a process of research and discovery. The arts provide strong means of communication for students to share their discoveries with others. **Cooperative Learning:** Small, heterogeneously grouped students work on questions and problems together to improve their understandings of a topic. Students tackle problem solving in collaborative groups and explain, act, and create their responses. Performing arts experiences require students to collaborate, communicate, compromise, and coordinate – all skills essential for cooperative learning experiences. **Visual Representations:** Students use visual tools and manipulatives in the process of learning. For example, problem-solution organizers, spider webs, diagrams, concept maps, drawings, charts, thinking maps, graphic organizers, sketch to stretch, storyboards, foldable can be used in the discovery and problem-solving stages of learning. Through the arts, students enact ideas, embody models, and draw visual representations of stories, systems, and concepts. **Inquiry Learning:** Students engage multiple thinking processes, constructivist practices, investigations, and explorations to socially construct knowledge. They use inductive and deductive reasoning to question current events, predict the outcomes of stories, or find new ways to solve math problems. The arts nurture creativity, innovation and a sense of wonder inherent in an inquiry process. **Technology-Based Instruction:** When technology supports interactive learning environments, it leads to higher engagement and learning gains. Students play an active role in their learning and receive frequent, personalized feedback through technology that they also critically analyze and actively create media messages. Through technology, teachers can connect classroom activities to the world outside the classroom. The arts support the production of media by helping students present their ideas with confidence (through vocal and physical skill building), providing them with creative tools, and challenging them to “read” visual and audio media as one might read a book. Examples of integration

strategies specific to arts disciplines include: **Visual Thinking:** Students develop creative, analytical, interpretative skills when responding to artwork of others, whether the artist is a peer or a master. The learning goal of this response process is not to seek “right” answers or reward students for their prior knowledge. The quality of this interaction is dependent upon detailed observation, precise language, and the ability to infer meaning based on evidence. Students develop a healthy curiosity by questioning and imagining possibilities. Skills embedded in this protocol are valuable in the development of critical literacy, connecting well with English Language Arts. **Role-Play:** In role-play, students are invited to explore situations assuming different characters. Students respond as that person would think, feel, and speak expressing attitudes, and point of views in response to questions, situations, relationships, and problems to be solved. Role-play builds an understanding and empathy for people encompassing historians, scientists, math thinkers, and characters in literature (The Right Brain Initiative). **Tableaux:** Individuals, pairs, small groups, or the full group creates an image or “human statue” using their bodies. The image crystallizes the dynamics of relationships, ideas, or feelings around an issue. Tableaux can communicate more than words alone as participants interpret subtle and complex ideas, making them concrete. **Expressive Movement:** Expressive movement can be used to represent ideas, feelings, concepts and actions. The representation can be literal or abstract. Expressive movement may consist of body shapes, movements, sequences of shapes, sequences of movements, sequences of shapes and movements, and freezes. For example *ABA* is a simple compositional form that can be created individually, with a partner, or in small groups. It has an A movement phrase, a B movement phrase, and a return to the A movement phrase. *Move and Freeze* is an exploration of independent, spontaneous movement to represent concepts or ideas. **Expressive Percussion:** Expressive sounds, sequenced into rhythm, can represent characters, moods, or actions. Students may generate sounds through body percussion, found objects, created instruments, or percussion instruments. By creating short phrases of sound and silence, a student demonstrates understanding of concepts. **Drawing:** Students observe shapes, perspectives, and proportions closely in order to represent objects or settings through drawing. They may use a variety of art media to draw, such as pencils, pastels, or crayons and may draw through a variety of strategies and techniques. *Gesture Drawing* requires spontaneous, quick lines to represent shapes and actions. In *Contour Drawing*, the artist sketches the contour of a subject by drawing lines that result in a drawing that is essentially an outline. Alternatively, students might utilize *Shape Within a Shape* to recognize the basic geometric shapes that lie within figures and settings.

KA’s classrooms will be filled with students who have unique linguistic and cultural backgrounds, diverse skill sets, and individual interests. Universal Design for Learning (UDL) suggests any classroom includes multiple, natural and intersecting variations among learners, and the arts will enhance KA’s ability to respond to that variability: “The arts push us to recognize and consider the multiple, flexible ways in which people learn and interact with the world” (Glass, Meyer & Rose, 2013). UDL provides a Tier 1 foundation for meeting the needs of all students through arts and technology, regardless of their strengths and struggles. However, when students do struggle, the school will identify them through a process of universal screening (see II.B5). Students performing below baseline and not making progress will receive interventions and supports through Response to Intervention (RtI) process. Teachers use evidence-based practices (EBPs) to guide Tier 2 and Tier 3 interventions. For example, struggling readers at the end of Kindergarten are identified through a DIBLES assessment and those who are reading below

baseline will be provided *Sound Partners* tutoring. EBPs, such as *Sound Partners*, have proven successful in accelerating low-performing students, especially in reading and mathematics. Importantly, struggling students will not be removed from the classroom during arts integrated instruction to receive their interventions, as is often the case in traditional education settings. The arts will continue to provide students with options for representation, engagement, and expression.

7. Graduation Requirements.

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

These criteria are not applicable because the proposed school is K-6 and eventually K-8.

8. Virtual and Blended Learning.

This is NA. The proposed school doesn’t contain a virtual/blended learning program.

If the proposed school’s plan contains a *virtual or blended learning program*, as defined in the RFP:

- a. A clear overview of any *virtual or blended learning program* that is adequate for the anticipated student population and clearly demonstrates that all students receive adequate support, including:
 - i. A description of the level of instruction that uses *online learning* methods (*e.g.*, unit/lesson, single course, entire curriculum);
 - ii. A description of the general organization of the *online learning* schedule (*e.g.*, fixed daily schedule, modified schedule, open entry/open exit), including an adequate explanation of how schedules will be modified, if at all, for students that fail to meet learning goals;
 - iii. For *blended learning programs*, an explanation of whether and how the program enhances or transforms classroom instruction or does both;
 - iv. A description of the teacher’s role (*e.g.*, teacher leads instruction, teacher supports instruction, no teacher involvement), the student’s role (*e.g.*, teacher driven learning, teacher guided learning, independent learning), and the parent’s role (*e.g.*, are not support required, parent support recommended, no parent involvement) in any *online learning* program;
 - v. A description of the degree of support provided to students using any *online learning* program (*e.g.*, little or no support, school based mentoring support, school or home mentoring support); and

- vi. A description of the student to teacher ratio in the *online learning* program (e.g., traditional classroom ratio, 2-3 times traditional classroom ratio, instructional helpdesk model).

NA. The proposed school doesn't contain a virtual/blended learning program.

- b. A video demonstration, as a URL to a video on a browser-viewable platform (like YouTube), of the proposed *virtual or blended learning program* curriculum that clearly portrays the student and teacher experience with the *online learning* curriculum, including both the student and teacher user interfaces.

NA. The proposed school doesn't contain a virtual/blended learning program.

- c. For *blended learning programs*, a reasonable and sound description of how classroom instruction and the *online learning* components will be seamlessly integrated to result in a coherent instructional program.

NA. The proposed school doesn't contain a virtual/blended learning program.

- d. An explanation of how the proposed school will define, monitor, verify, and report student attendance (e.g., seat time, logins), student participation in a full course load, credit accrual, and course completion that provides sufficient evidence that all students will be accounted for and engaged in a complete and rigorous educational program.

NA. The proposed school doesn't contain a virtual/blended learning program.

- e. A description of the proposed school's online attendance policy that adheres to state and federal reporting requirements.

NA. The proposed school doesn't contain a virtual/blended learning program.

- f. A sound plan for administering and proctoring mandated assessments, including a reasonable budget that is reflected in the Financial Plan Workbook.

NA. The proposed school doesn't contain a virtual/blended learning program.

- g. A reasonable plan to uphold the academic integrity of the *virtual or blended learning program* that describes the systems and procedures for validating the authenticity of student work.

NA. The proposed school doesn't contain a virtual/blended learning program.

- h. An adequate explanation of measures the proposed school will take to ensure student safety, both technologically and educationally, that are compliant with applicable federal privacy laws (FERPA, CIPPA, and COPPA).

NA. The proposed school doesn't contain a virtual/blended learning program.

- i. An adequate explanation of how the proposed model ensures that there are minimal interruptions to learning, should technological challenges arise, including a description of

the plan for technical support and troubleshooting for students, teachers, parents or guardians, and administrators.

NA. The proposed school doesn't contain a virtual/blended learning program.

j. A clear description of the platform dependencies for the proposed curricular materials and instructional strategies and an adequate explanation of how the proposed technology selection supports those dependencies. (For example, the proposed curriculum runs a Microsoft Windows-based application, and therefore requires Windows-compatible laptops and tablets rather than iPads.)

NA. The proposed school doesn't contain a virtual/blended learning program.

C. Special Populations and At-Risk Students

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

As cited in the Kennedy Center's 2012 report, "The Intersection of Arts and Special Education: Exemplary Programs and Approaches," "for all students whether integrated into the curriculum or taught as a separate subject, can lead to increased academic, social and functional skill development and knowledge (Catterall, 2009; Deasy, 2002). Furthermore, "for students with disabilities, knowledge and skill development gained through the arts can play a crucial role in their overall success (Hillier, Greher, Poto, & Dougherty, 2012; Mason, Steedly, & Thormann, 2008). KA will meet the diverse needs of all students by providing curriculum, daily schedule, instructional needs strategies, and resources differentiated for all students. KA will support the least restrictive environments, as appropriate, to increase interactions of students of special populations with general education students. For students with IEP's, KA will work closely with the District Educational Specialist (DES) to provide appropriate services in inclusion environments as required by students' IEPs. During Year 1, KA will work with the DES to ensure that the student will receive resource room services at his/her home school. Related services (e.g. speech and language therapist, occupational therapists, etc.) will be provided according to students' IEPs. Accommodations for English Language Learners (ELL) and other special population students (at-risk, intellectually gifted, 504, etc.) will be provided in an inclusion setting by the general education teacher. KA's general program of instruction for students of special populations shall be responsive to the required sequence of courses and related curricular activities provided for all students. Instructional methods will utilize validated research-based methods, instructional techniques, and curriculum including differentiated instruction and

explicit intensive validated instruction (see intensiveintervention.org). All students will be universally screened in the beginning of the school. Students identified as academically at-risk will be referred to the Response to Intervention (RtI) team. The RtI team will notify parents that their child will be entering the RtI program that provides interventions in areas of deficit. The RtI team writes a goal for the student in the area of deficit, provides intensive interventions, and monitors progress and growth weekly. Student progress is monitored every four weeks to adjust instruction. After 12 to 16 weeks of intervention, the RtI team either continues with RtI or refers the student to the school psychologist for an evaluation. KA will adhere to the provisions of IDEA, ADA, and Title III to assure all students with disabilities, 504, ELL, etc. are accorded a free, appropriate public education (“FAPE”).

Example of General Process for Special Education Identification and Support: Initial referral process for special education begins with a Prior Written Notice to the parent to meet, review RtI data, and to sign Consent to Evaluate. Initial referrals for evaluation for special education services will be supported by documented interventions such as the Response to Intervention (RtI) model approach, using data to identify student strengths and weaknesses or as otherwise appropriate, so long as it is consistent with state and federal law. The multi-disciplinary team will include the parent, general education teacher(s), designated specialists/interventionists, school psychologist and DES. Team meetings will review prior interventions, accommodations and modifications and recommend further interventions as appropriate. Upon review of accumulated data, observation and review of records, the team may determine that assessment is necessary to determine possible eligibility for special education programs and related services. Assessments will be conducted, within legal timelines, after receiving the parents’ written consent. For identification purposes, initial evaluations will be comprehensive and include assessing all areas (e.g. cognitive, academic, behavioral, health and development, adaptive, and emotional) assessments that are considered best practice or mandated by state law for the eligibility area. All students will be assessed using validated, standardized assessments to prevent misidentification. A licensed school psychologist will give all assessments. Consistent with federal and state special education laws and regulations regarding the IEP process, the IEP team will convene and make decisions regarding eligibility, goals, program (including staffing and methodology), placement at the school, and/or exit from special education.

Compliance with Special Education Regulations: KA will comply with the applicable requirements of Section 504, the ADA and all OCR mandates for students enrolled in the KA. A 504 plan will provide accommodations to provide access to the general education learning environment. A 504 meeting begins with a Prior Written Notice to the parent to meet, explanation of Procedural Safeguards, review of medical records or parental concerns for the need of a 504. The 504 Plan is written by the 504 team that includes the parent, general education teacher, and 504 administrator. The 504 plan will be reviewed and updated at least once annually. Copies of all 504 plans will be given to the general education teachers.

Example of Support for Other Diverse Learners: All students upon enrollment are provided an A Home Language Survey (HLS) as part of the registration packet. Based on the answers provided to the questions in the HLS, students are administered the WIDA ACCESS screener for English proficiency and may qualify for ELL services. Eligible students are provided services based upon their needs through differentiated instruction and other best practices. KA will serve the needs of students who are gifted and talented. It is expected that

after the first year, Special Education services will be funded by the DOE and additional Special Education staff may be hired through this funding. Classroom teachers will be encouraged to gain certification in ESL/TESOL. Certified paraprofessionals will provide support. Instructional Approach for Special Populations: KA's general program of instruction for students of special populations shall be responsive to the required sequence of courses and related curricular activities provided for all students. Best practices that utilize validated research-based methods, instructional techniques, and curriculum including differentiated instruction and explicit intensive validated instruction (see intensiveintervention.org). Progress monitoring will ensure that students are receiving the appropriate continuum of services and equitable access to the general education curriculum. Progress monitoring by special education staff will be done on a weekly basis to determine the effectiveness of the instructional program. Adjustments to instructional program will be made as student progress or lack of progress is determined based on progress monitoring. Revisions to IEPs will occur as adjustments are needed to student's academic program towards a more or less restrictive environment based on progress. Assessment and standardized testing procedures shall be implemented, including guidelines. IEP teams will meet annually to review and revise the student's IEP. Every three years as mandated by IDEA, a reevaluation will take place to reassess the student and determine continued eligibility under IDEA. Annual meetings will be held with the parent and teaching staff to update the 504 Plan. ELL students will be progress monitored regularly as all of our students will be through the chosen standard to monitor their academic gains. ELL students will take the WIDA ACCESS each year for reclassification. The ACCESS assess the pupil's proficiency to comprehend, speak, read and write English. The pupil obtains a score on the examination that is equal to or greater than a score for a person who is fluent in speaking, reading and writing English. KA will monitor any student reclassified as ELL who has not yet met exit criteria. Once a student meets language proficiency, KA will continue to monitor these students for a minimum of two years. The purpose of this monitoring is to ensure that the students' academic grades do not fall and that they are no longer in need of language acquisition assistance.

2. For **each** of the aforementioned subgroups of students with special needs (and any other subgroups the applicant identifies), a comprehensive and compelling plan or explanation for:
 - a. The percentage of the anticipated student population that will likely have special needs and how the evidence or data that was used to make this determination was derived;
 - b. The curriculum, daily schedule, staffing plans, instructional strategies, and resources that will be designed to meet the diverse needs of all students;
 - c. Methods for appropriate identification of potential students with special needs, how these methods will be funded, and how misidentification will be avoided;
 - d. Specific instructional programs, practices, and strategies the proposed school will employ to do things like provide a continuum of services; ensure students' equitable access to general education curriculum; ensure academic success; and opportunities the proposed school will employ or provide to enhance students' abilities;

- e. Monitoring, assessing, and evaluating the progress and success of students with special needs, including plans for ensuring each student with special education needs attains IEP goals and for exiting ELL students from ELL services;
- f. For proposed schools that have a high school division, plans for promoting graduation;
- g. Plans to have qualified staff adequate for the anticipated special needs population, especially during the beginning of the first year; and
- h. If the proposed school’s plan contains a *virtual or blended learning program*, a clear description of how the virtual component addresses students with special needs, which may include IEP meetings and modifications, as necessary, for transitioning to a fully or partially online learning program.

a. Based on available statistical data (ARCH SY 2014-2015), KA anticipates serving the following special needs student populations:

Student Population	Percentage	Number	Evidence
IEP	10.8%	10-15, initial year	Complex Area Trend Report for 2014-15
504 Plan	2.0 – 3.0 %	3-5, initial year	Complex Area Trend Report for 2014-15
GT	5.0 – 8.0%	7-12, initial year	Unable to find hard data
Homeless	1%	1-2, initial year	Hawaii Report (National Center on Family)
ELL	4%	5-6, initial year	Complex Area Trend Report for 2014-15

b. KA will meet the diverse needs of all students by providing research-based best practice curriculum as described and outlined in II. Academic Plan, B. Curriculum and Instructional Design. The daily schedule maximizes student achievement and mirrors the HSTA collective bargaining agreement.

SY 2017 – 2018 KA Grades K – 8 Bell Schedule

		M, Tu, Thu, F				Wed	
	Time	Instr.	Non-Instr.		Time	Instr.	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 KA – Grades K – 8 Bell Schedule: Option 2 (1525 Instructional Minutes)

	Time	Mon., Tues, Thurs., Fri.			Time	Wednesday	
		Instruc tional	Non- Instr.			Instruc tional	No n-Inst r.
Opening	7:45 – 7:50		5		7:45 – 7:50		5
Block 1	7:50 – 9:10	80			7:50 – 9:02	72	
Recess	9:10 – 9:25		15		9:02 – 10:13	71	
Block 2	9:25 – 10:45	80			10:13 – 10:28		15
Recess	10:45 – 11:00		15		10:28 – 11:39	71	
Lunch	11:00 – 11:30		30		11:39 – 12:09		30
Block 3	11:30– 12:45	75			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	A minimum of 915 student hours (302A-251(b)(2), HRS). 180 days , excluding professional development days and other non-instructional days negotiated pursuant to chapter 89, HRS (302A-251(a), HRS)	A minimum of 990 student hours (302A-251(c), HRS). 180 days , excluding professional development days and other non-instructional days negotiated pursuant to chapter 89, HRS (302A-251(a), HRS)

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. The school will devote a minimum of 1415 minutes of instructional time and 1525 minutes of student learning time per week.

In addition to the regular staffing allocation and to meet the diverse needs of all students, KA will include an Arts Integration Specialist and Special Area Teachers for the initial year of operation. KA will provide the least restrictive environment as appropriate to increase interactions of students of special populations with general education students. For students with IEP's, service will be provided in inclusion environments as required by students' IEPs. In the event that a student requires a resource room setting, KA will work with the DES to provide a resource setting at the student's home school. Related services (e.g. speech and language therapist, occupational therapists, etc.) will be provided according to students' IEPs and will be delivered by the appropriate complex area specialist (speech and/or occupational therapists, etc.). ELL students and other special population (at risk, intellectually gifted students, 504, etc.) will have accommodations provided in an inclusion setting by the general education teacher.

c. KA will adhere to the provisions of IDEA, ADA, and Title III to assure that all students with disabilities, 504, ELL, etc. are accorded a free, appropriate public education ("FAPE"). For special education this includes related services. The School will also ensure that no student otherwise eligible to enroll in their KA will be denied enrollment on the basis of their special education status. Upon enrollment, parents will be asked to provide current copies of IEP, 504, and/or other accommodation plans.

Example of General Process for Special Education Identification and Support: Refer to II.C.1, Special Populations and At-Risk Students for an example of this process.

d. The continuum of services offered by KA begins in regular education classes. Arts integration provides learning pathways for all students, including those who struggle. (See response to II.B6 for a description of how arts integration meets the needs of diverse students.) A universal progress monitoring assessment will be administered to all students monthly. The data will be analyzed during the quarterly "Data Day", which allows the school to discuss children scoring in the bottom 15%, or another cut score as determined by the school. Students scoring in the bottom 15% and failing will be discussed and an intervention plan will be developed to help the student gain academically or behaviorally. In general education, daily intervention periods provide specific instructional level academics to all students. In addition, after school tutoring clubs and online learning programs provide instructional level interventions. Students not showing progress with universal progress monitoring will be placed in the RtI program. During RtI, a goal is written in the deficit academic area, the student is provided with additional interventions, and the student has weekly progress monitoring related to the goal. The data is graphed and every

analyzed every 6-8 points. A lack of progress as indicated by the points plotted on the grade level trend line will result in a review of the plan and one or more of the following interventions: increased intensive instruction, time in RtI sessions or review of and adjustments to teaching methodology. If after 12-16 data points, the student's graph still shows a lack of progress, the student will be referred to the designated DOE Student Services Coordinator for possible testing. Once the student is in special education, the student will receive support in regular education with supplementary aides and services. Progress monitoring continues. If student shows no academic growth, resource room is added. Resource Room can be added up to 50% of the day to provide the necessary interventions to show academic growth. Students with severe intellectual disabilities also can benefit from combining inclusion with resource room. In the regular education classroom, using peer-assisted learning and online programs can help the student remain with typical peers and receive intensive instructional level instruction. Students with severe emotional disabilities also can benefit from combining inclusion with resource room. In addition, a mentor will be assigned to the student and daily progress monitoring sheets will ensure a secure and consistent line of communication between the school and home. Parents will be expected to take an active role in supporting their child's progress. Depending on students' needs, the mentor will check the student at least three times daily or more as needed. In addition, the school counselor will help the family with locating appropriate community support.

e. KA will conduct regular reviews of IEPs and 504 Plans as required by IDEA and the Hawaii Department of Education policies and regulations. Collaboration between Regular Education teachers, special education teachers, and related service personnel is necessary for student growth. General Education teachers post their lesson plans through an online tool. Special Education teachers have access to this tool. During regularly scheduled meetings the Special and General Education teachers review students' IEP goals and the regular education teachers' lesson plans to interconnect the lessons. A collaboration plan is written, implemented, monitored, and re-evaluated as appropriate. Daily Special Education lessons are planned and provided to the General Education teacher and all instructional assistants that interconnect IEP goals and core instruction. KA encourages and expects team teaching and planning on a regular basis and will provide time as appropriate for these processes to occur consistently. IEP/504 timelines require regularly scheduled reviews of each plan. Should it be determined that an adjustment needs to be made to a plan, the District Educational Specialist will be contacted and a request will be made for testing as indicated. Such testing, if conducted, may result in the creation of a new plan, addition or removal of specific services or decertification. Regular meetings of the IEP team, classroom observations, anecdotal records, parent input, student work samples, and disaggregation of student performance data will provide the data points necessary to review and make informed decisions with regard to the student's progress toward IEP/504 Plan goals. KA is committed to providing our ELL community with quality services designed to enhance learning opportunities for all students. As with our IDEA/Section 504 population, a team that includes ELL and Regular Education teachers, educational assistants, and parents will design and implement an appropriate plan for each student to ensure optimal learning through scaffolding instruction to meet diverse needs. A variety of assessments will be used to determine ongoing progress. Assessments include but are not limited to:

- WIDA English Language Proficiency (ELP) Standards
- WIDA Consortium English Language Proficiency Standards Resource Guide

- Hawaii English Language Proficiency Standards (HELPS)
- Common Core State Standards

f. NA – KA is structured as a K-8 school.

g. During Year 1, KA will contract with District/Complex Area Special Education Office (DES) to ensure that all required special education and related services are being provided and that all IEPs and 504 Plans include the following:

- a statement of the child's present level(s) of educational performance
- a statement of annual goals, including short-term instructional objectives
- a statement of the specific special education and related services to be provided
- the extent that the child will be able to participate in regular educational programs
- the projected dates for initiation of services and the anticipated duration of the services appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the objectives are being achieved

Although general education teachers will be able to rely on the support of our in-house Special Education Teacher and (DES), KA believes it is important for all instructional staff to receive substantial professional development in the implementation of IEPs and 504 Plans and interventions in the classroom. Therefore, KA's administration will work closely with DES to provide training prior to the start of each school year to all staff on topics, such as IEP and 504 Plan implementation, evaluation and reporting requirements, and the necessity for confidentiality relating to student records. Additionally, the following will also be provided:

- assessment tools that evaluate student progress and provide individualized instruction
- real-time reporting that tracks progress and pinpoints areas of weakness so educators can appropriately and effectively intervene
- adaptable preferences that support each student's individual needs
- engaging and interactive programs that provide students with a personalized learning experience

Classroom teachers deliver appropriate interventions/accommodations for Section 504 students as specified in their 504 plans. They will also access LINCS (<http://lincs.ed.gov>), a federally funded professional development network that provides teachers of English language learners opportunities to engage in evidence-based learning activities that maximize student outcomes. **(English Language Learner University (ELL-U): [/programs/ell-u](#))**. Teachers will also use the Center on Instruction for English Language Learners <http://centeroninstruction.org/topic.cfm?k=ELL>

h. NA – KA will use several online curriculum tools as supplemental materials but does not plan a virtual or blended learning program.

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

Arts integration practices, along with evidence-based practices and PBIS, create a strong instructional approach to develop the whole child. As referenced in KA 's Academic Philosophy (III.A.2), "the arts can engage students who are not typically reached through traditional teaching methods, including those from economically disadvantaged backgrounds, reluctant learners, and those with learning disabilities" (Deasy, 2002; Fiske, 1999; Stevenson & Deasy, 2005). The instructional strategies and behavioral management

strategies (PBIS) include research-based strategies that have proven effective for students at all levels (III.B.7). Students will be assessed throughout the school year (III.B.3-4) and teachers will use assessment data to guide instruction (III.B.3-4). Progress monitoring will ensure that all students and especially those who are at risk of learning, are not overlooked. Teachers will use a variety of strategies including differentiated instruction to target different levels of learners by providing enrichment to high performing students and remediation to lower performing students.

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

A student who is gifted and talented will be provided differentiated educational activities weekly through accelerated learning activities, differentiation of curriculum, curriculum compacting, ability grouping, honors and/or advanced coursework, and real world immersion activities. Curriculum will be vertically and horizontally enriching, providing those students who have mastered the grade-level standards with a wealth of opportunities for extended learning beyond the classroom.

D. School Culture

1. A clear and coherent description of the shared beliefs, attitudes, traditions, and behaviors of the proposed school community, and a detailed plan describing how these shared beliefs, attitudes, customs, and behaviors will be developed and implemented and create a school culture that will promote high expectations and a positive academic and social environment that fosters intellectual, social, and emotional development for all students.

What makes Hawai'i, Hawai'i – a place unlike anywhere else – are the unique values and qualities of the indigenous language and culture. KA's shares beliefs, attitudes, traditions, and behaviors are rooted in Hawai'i and our school community. Na Hopena A'o (or HĀ) are six outcomes as described below, aimed to strengthen every student over the courses of his/her K-8 learning journey. When taken together, these outcomes become the core BREATH that every student can draw on for strength and stability throughout school and beyond. Underlying these outcomes is the belief that student need both social and emotional learning (SEL) skills and academic mindsets to succeed in college, careers and communities locally and globally. Thus, HĀ learning outcomes emphasize the competencies that include application and creation of knowledge along with the development of important skills and dispositions.

Strengthened Sense of Belonging. Every student stands firm in his/her space with a strong foundation of relationships. A sense of *Belonging* is demonstrated through an understanding of lineage and place and a connection to past, present, and future. S/he is able to interact respectfully for the betterment of self and others.

Strengthened Sense of Responsibility. Every student willingly carries his or her responsibility for self, family, community and the larger society. A sense of *Responsibility* is demonstrated by a commitment and concern for others. S/he is mindful of the values, needs and welfare of others.

Strengthened Sense of Excellence. Every student believes s/he can succeed in school and life and is inspired to care about the quality of his/her work. A sense of *Excellence* is demonstrated by a love of learning and the pursuit of skills, knowledge and behaviors to reach his or her potential. S/he is able to take intellectual risks and strive beyond what is expected.

Strengthened Sense of Aloha. Every student shows care and respect for his/her self, families, and communities. A sense of *Aloha* is demonstrated through empathy and appreciation for the symbiotic relationship between all. S/he is able to build trust and lead for the good of the whole.

Strengthened Sense of Total Well-being. Every student learns about and practices a healthy lifestyle. A sense of *Total Well-being* is demonstrated by making choices that improve the mind, body, heart and spirit. S/he is able to meet the demands of school and life while contributing to the well being of family, ‘aina, community and world.

Strengthened Sense of Hawai‘i. Every student is enriched by the unique of this prized place. A *Sense of Hawaii* is demonstrated thorough an appreciation for its rich history, diversity and indigenous language and culture. S/he is able to navigate effectively across cultures and communities and be a steward of the homeland.

Teachers will explicitly teach these learning outcomes through **school wide essential questions**. For example, during the first month of the school year, the school-wide question asks: *How does connecting with others create community?* Teachers facilitate arts integrated activities especially through music and drama, to help students develop explicit skills that help them use each others’ names, appreciate each others’ assets, compromise, make and accept offers, and play different roles to support common goals. Teachers conduct instructional conversations to help students reflect on these skills as well as ask and answer questions related to the essential question. Moreover, **arts integrated units** include a focus on one or more HĀ principle so students continually develop metacognitive awareness, growing and self-assessment as they are learning and producing. Arts integration is an elegant fit for the HĀ principles: the arts require collaboration, risk-taking, physical and emotional engagement, and self-directed habits for attaining quality. The arts level the “playing field” for all learners, requiring trust, working with others, and caring about the task. When each individual contributes meaningfully to a group that achieves, together, a collaborative culture of learning thrives. HĀ principles also become a part of the fabric of the school through **professional development for teachers**. HĀ principles are embedded in all workshops and meetings, with content and processes strategically combined. All teachers are school leaders, each valuing their role of communicating and sharing of instructional practices weekly through PLCs. As teachers learn arts integration strategies together by working (and playing) together, they learn how to nurture a culture of excellence. Arts learning for teachers inspire possibilities and renewed commitment to school vision. Joyful teachers create joyful classrooms. More so, a teacher who is challenged to tap her own creativity will construct an engaging classroom environment filled with inquiring students who investigate, try out new ideas, enjoy learning, and have the stamina for purposeful work together. KA hosts **celebrations of learning**, or recognition events and opportunities (in the halls, on the walls, in assemblies, website, newsletters, and more). These opportunities deliberately include descriptive examples of all stakeholders’ actions that embody KA’s school vision and values. Practices of caring for each other, our school, and our community (land and people) are strategically accomplished throughout the school year, nurturing each individual with a responsibility beyond the self. Community celebrations, with a purposeful focus to recognize and educate about KA’s shared mission and values, are held quarterly, highlighting

achievements and explaining creative processes. These celebrations mark key transitions with honor and gratitude for our friends, families, and larger community. Finally, KA teachers conduct **quarterly assessments** of HĀ, engaging students in discussions to help them identify their assets and set goals. Teachers will review behaviors that exemplify each of the HĀ principles and ask students to do the same. This assessment takes the form of a short anecdotal report, with achievement marked on a continuum from “Developing” to “Accomplished” for each of the HĀ principles. It is provided to families to bridge the home and school cultures and so parents and guardians continue working on each child’s individualized goals at home.

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

KA’s culture of collaboration and commitment to academic achievement through arts integration guide all endeavors of our school. Students, teachers, parents and administrators take active roles in the development of values through arts integration in many different ways. It is the *kuleana* (privilege and responsibility) of all to keep the positive culture of the school authentic and alive. To do so, KA will practice:

- Incremental school wide essential questions explicitly based on the HĀ principles;
- Arts integrated learning incorporating the HĀ principles;
- Arts integrated professional development for teachers in to internalize HA principles;
- Celebrations of learning to extend the community beyond the borders of classrooms;
- Quarterly assessments of the HĀ principles.

(See detailed descriptions of each of these five core practices within the II.D1 narrative.) In addition, a safe learning environment is established and maintained through Positive Behavioral Instructional Support (PBIS). “Core behavioral supports can go a long way in preventing misbehavior and promoting desired classroom engagement” (Sayeski and Brown, 2011). PBIS is validated to improve the learning environment for all students as well as help self-efficacy (Sayeski & Brown, 2011). KA teachers receive training in PBIS core features:

Foundations: **a)** Settings – the physical layout of the classroom designed to be effective (and support kinesthetic engagement); **b)** Routines – predictable classroom routines taught and rehearsed; **c)** Expectations – 3-5 classroom rules clearly posted, defined and explicitly taught; **d)** Values – shared values collaboratively developed with student self-reflection.

Prevention: **a)** Supervision – reminders, prompts, and active interaction between teacher and students; **b)** Opportunity– high rates and varied opportunities for all students to respond; **c)** Acknowledgement – using specific praise and positive reinforcements to let students know they are meeting classroom expectations; **d)** Prompts and Pre-corrections – reminders, before a behavior is expected, clearly describing appropriate interactions

Response: **a)** Error Correct – brief, contingent, and specific statements when misbehavior occurs; **b)** Other Strategies – other ways to preempt escalation, minimize inadvertent reward of the problem behavior, create a learning opportunity for emphasizing desired behavior, and maintain optimal instructional time.

Data Systems: **a)** Counting – how often or how many times a behavior occurs (frequency); **b)** Timing – how long a behavior lasts (duration); **c)** Sampling – estimation of how often a

behavior occurs during and interval; **d**) ABC Cards, Incident Reports, or Discipline Referrals – information about the events that occurred before, during, and after a behavior incident; **e**) The results of data collected inform classroom interventions and supports. At the school level, KA provides a multi-tiered framework, including strategies for identifying and teaching expectations, acknowledging appropriate behavior, and responding to inappropriate behavior. The school-wide framework is guided by school-wide discipline data and appropriate supports for staff are provided, including leadership teaming, supporting policy, coaching, and implementation monitoring. At the classroom level, system for teaching expectations, providing acknowledgments, and managing rule violations are linked to the school-wide framework. Classroom management decisions are based on classroom behavioral data. KA teacher implement effective instructional strategies to the greatest extent possible and curriculum is matched to both student need and supporting data (*Ideas that Work*, U.S. Office of Special Education Programs).

3. A reasonable and sound plan for the school culture and staff that will intentionally expose students to post-secondary educational and career opportunities at all grade levels. The plan must identify the curricular or extracurricular programs that will provide students with access to college or career preparation and include research-based evidence that these programs increase educational aspirations for the anticipated student population.

KA has examined research produced by the SEED Foundation (FSG Social Impact Advisor, 2010) that identifies four key levers to increase college graduation rates:

Academic Rigor and Curriculum: KA offers rigorous college preparatory curricula with the appropriate mix of content areas and deep development of writing and critical thinking skills so that students are prepared for college level coursework. Arts Integration is the pathway to critical thinking that engages students with rigorous content.

College & Career Matching: Although K-8 students at KA are college and career bound (but not yet ready for that transition) we focus on exposing students to options and opportunities. KA is committed to place-based education, bringing children into relationships with community places, people, and resources. Hence, we intentionally expose student to a variety of post-secondary educational and career opportunities at all grade levels. The school hosts guest speakers and a career day to highlight diverse fields. Additionally, the school retains visiting artists to facilitate residencies that expose students to a variety of careers in the arts. KA has partnerships with University of Hawaii and BYU Hawaii where students will visit and research the variety of opportunities afforded by different lines of study. In the 8th grade, students research schools that are a good match for them academically, socially, and financially.

Social and Non-Cognitive Skills. KA supports students to develop critical social, emotional, and/or non-cognitive skills (e.g., self-advocacy, self-awareness, persistence, self-discipline) to persist in the face of obstacles. Arts integration is key to developing skills in young learners.

Financial Aid and Scholarships. Starting in middle school, KA engages students and families with information and tools that position them to be active participants in searching for and acquiring financial aid and scholarship resources for their college experience. As a part of their Social Studies curriculum, students prepare to be economically independent and resourceful. Research shows that first-generation and low-income students need to be prepared and supported academically, socially, and financially to complete their postsecondary education. These levers address each of these areas respectively. SEED schools have a 92% high school graduation rate, 97% college acceptance rate, and 95% college matriculation rate. KA aspires to replicate these

successes through academic and social supports, focused academic remediation in the early grades with a more rigorous curriculum at middle school, a college counseling program, and school-wide use of data.

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

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

5. Student Discipline.

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

a. As described in II.D.2, Positive Behavior Instructional Support (PBIS) provides the foundation for the student behavioral philosophy at KA. We have chosen PBIS because it is a collaborative, assessment-based approach to developing effective preventions and interventions for problem behavior. The "use of PBIS decreases the need for more intrusive or aversive interventions (i.e., punishment or suspension) and can lead to both systemic as well as individualized change" (Cohn, 2001). Positive behavioral support can target the entire school as well and individual student behaviors, as "it does not focus exclusively on the student, but also includes changing environmental variables such as physical setting, task demands, curriculum, instructional pace, and individualized reinforcement" (Cohn). This is especially important for students who are at-risk. PBIS emphasizes the proactive, educative, and reinforcement-based strategies to achieve meaningful and long-lasting positive behaviors. When PBIS strategies are implemented school-wide, it builds environments that are conducive to learning for all students. Research has shown that "schools that implement system-wide [PBIS] interventions also report increased time engaged in academic activities and improved academic performance" (Cohn). In the implementation of a PBIS, it is important to collaborate with parents, staff, and faculty. As part of this collaboration, individuals (faculty, staff, and parents) learn more about their own behavior, to work together, and support each other as a community of learners.

b. Due process will be afforded to all students. No suspension greater than ten days, disciplinary transfer or dismissal will take place without review and approval from the Board of Directors (substituted for "Complex Area Superintendent" where applicable and permissible by law) and all other Due Process Requirements as set forth in HAR §8-19-9. The School will adhere to

additional due process measures under IDEA. Under IDEA, students in special education can have 10 days of suspension before a Manifestation Determination IEP meeting is required. At the Manifestation Determination IEP meeting, a disciplinary change of placement occurs. Before making a disciplinary change of placement, the school must determine whether the student's behavior is a manifestation of the student's disability. Services must be provided to a student who has been removed from his/her placement on the 11th and any subsequent day of removal in a school year. IDEA requires that in the case of a student whose behavior impedes the student's learning or the learning of others, the IEP committee must consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior. If the conduct is not a manifestation of the student's disability: 1. the school may take the disciplinary action that was planned and impose disciplinary sanctions that it would otherwise apply to a student without disabilities, in the same manner, for the same duration; 2. services must be provided on the 11th and any subsequent day of removal during the school year; the school conducts an IEP meeting, and the IEP committee determines the removal setting and the extent of the services that must be provided to enable the student to continue to participate in the general education curriculum, and to progress toward meeting the goals in the student's IEP. If appropriate, the student must receive a Functional Behavior Analysis (FBA) FBA and Behavior Intervention Plan (BIP) services designed to address the behavior so it does not recur.

c. KA subscribes to a progressive discipline policy that will adhere to the Hawaii Administrative Rules (HAR), Chapter 19 Student Misconduct Discipline. This progressive discipline policy addresses and corrects inappropriate behavior by providing clear and constructive feedback through a series of increasingly formal steps. The school's discipline policy aims to establish that culture which enables students to improve their academic abilities and self-esteem through a community of trust with high expectations will yield an improvement in ever student's self-efficacy. Upon the establishment of the School, the principal and teachers, and parents will further refine the progressive discipline policy and create a Code of Conduct compact. The School's policies will continue to be developed and reviewed by the Board of Directors annually with the goal of providing a learning environment that is safe and conducive to learning. Upon enrollment in KA, students, parents, and teachers will be given a copy of the progressive discipline policy in their registration packets. It is expected that parents and students will review and acknowledge by signature the progressive discipline policy.

d. KA will comply with HAR §8-19-5 which states "the principal or designee shall consider the intention of the offender, the nature and severity of the offense, the impact of the offense on others including whether the action was committed by an individual or a group of individuals such as gang, the age of the offender, and if the offender was a repeat offender."

KA will comply with the Prohibited student conduct; class offenses set forth in HAR §8-19 and further defined in HAR. §8-19-2. KA will comply with all discretionary and non-discretionary suspensions and expulsions.

E. Professional Culture and Staffing

1. Professional Culture

- a. [A sound plan for the creation, implementation, and maintenance of a professional culture and clear explanation of how the professional culture will contribute to staff retention, how](#)

faculty and staff will be involved in school level decisions and in developing new initiatives, and how success will be assessed. Professional development and evaluation is covered in [Criteria II.E.2](#) and should not be discussed here.

KA's professional culture will be one of caring and collaboration that fosters empathy among all its members. All staff (administration, teachers, and support staff) understands that whole child learning means educating to develop a child's intellectual, emotional and social skills. Teachers and administrators actively engage in a variety of collaborative learning tasks to develop, learn, and implement arts integration strategies within the curriculum. The arts level the "playing field" for all learners. Teachers will be encouraged to take initiative in the development of the implementation of KA's academic plan. Teachers will take on leadership roles within the school participating in different committees (Data Team , RtI , and others). All staff will be involved in school level decision-making, problem solving, and in developing new initiatives. The Principal will take the initiative to create and maintain this environment through modeling, team building, highlighting - strengths, and encouraging all to participate. It is especially important for a charter school to have this type of environment; an environment that empowers all staff members will lead to a successful school. School Performance Goal #7 will serve as a tool to measure the professional culture of the school.

- b. If a high proportion of economically disadvantaged students is a part of the anticipated student population, a clear description of how the proposed school will address the anticipated academic challenges posed by the lack of socioeconomic diversity and the concentration of poverty among its students.**

Learning is *Kākou* ~ Inclusive of All. KA's value for a collaborative culture includes all students. The arts integrated approach makes this inclusion tangible and accessible for every child. Arts integrated instructional strategies rely on both linguistic AND non-linguistic representations of learning. Students who are challenged with English and traditional methods of processing concepts and skills can use other modalities and intelligences to solve the creative learning tasks. Drama involves using their bodies, mind/imagination and their voices. Visual arts require spatial intelligences. Dance heavily relies on kinesthetic and musical intelligences. Music requires reading of different symbols, notation that all students are learning together. All of the art forms require using language to communicate when students collaborate, as well as reflect on the qualities of their products and performance. The content of other curricular subjects become the content for the arts processes. ALL children have more than one intelligence that they can use to build their understanding. Our arts integration approach creates strong community in the classroom and in the school. When all students are able to contribute to a group's learning task meaningfully, true mutual respect and recognition for each other's strengths grow. Students have real purposes in these social tasks, developing their own self-worth as well as empathy, understanding, and appreciation for others. KA'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. Students process information and construct understanding, using all modalities

and several different intelligences, such as interpersonal, body-kinesthetic, and spatial intelligences. This collaborative instruction actively includes the use of four of the nine “High Yielding Instructional Strategies” according to Marzano: non-linguistic representation, reinforcing effort and providing recognition, cooperative learning, and setting objectives and providing feedback. The arts integrated strategies engage the students, struggling and excelling, yet challenges all of them to attain high levels of competencies because of its emphasis on descriptive and specific criteria, goal setting, and feedback. Where traditional methods fail, arts integration engages.

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

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

2. Professional Development

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

Professional development is fundamental to the success of Data Driven Instruction. Professional development will be continuous and ongoing from the initial planning year. The school principal will survey the faculty and conduct a needs assessment to determine which onsite professional development activities will take priority. Vescio, Ross, & Adams (as cited in Barton & Stepanek), insist that for Professional Learning Communities (PLCs) to be most effective “[they] must be able to articulate their outcomes in terms of data that indicate changed teaching practices and improved student learning.” Accordingly, planning time will be utilized to evaluate school data and develop intervention strategies. Deliberate effort to review data to improve and highlight effective instructional practices will increase literacy and academic achievement for all sub-groups. The KA will provide onsite and offsite professional development through the affiliation agreement with Doral Inc. based on identified needs. Academic services will include but not be limited to researched based arts integration instructional strategies, differentiated instruction, and Positive Behavioral Instructional Support (PBIS). Onsite coaching and arts integration training will be provided for all teachers. Professional development on differentiated instruction will include but not be limited to: teacher modeling, scaffolding, questioning, group practice, peer teaching, integration, practice and review. Positive Behavioral Instructional Support (PBIS) professional development will be ongoing to ensure that the behavioral philosophy of the school is effectively implemented. The depth and frequency of the training will depend on formal observations and the staff’s prior experience (or lack thereof) as determined by teacher needs. Each teacher will develop a professional development growth plan annually and co-review with both colleagues and administrators for long-term continuous development.

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

Professional Development. KA utilizes community partnerships to provide a series of school-based professional development opportunities throughout the year. For example, we work with Honolulu Theatre for Youth (HTY) and Hawaii State Foundation for Culture and the Arts (HSFCA) to attain grants that support both professional development workshops and residencies in the classroom with direct services to students. In this way, teachers learn and practice new strategies with each other but also by observing, participating, and teaching alongside professional teaching artists as they engage children. In the first two years, KA’s focus will be on specific anchor strategies in the arts: teachers gain proficiency using “Snapshots” and “Tableaux” to support literacy in their Arts and Humanities block and they will facilitate “Drawing” and “Visual Thinking” to support their work in the STEAM block. Although teachers are exposed to multiple strategies in the arts, these four strategies are explicitly taught, rehearsed, documented, and analyzed. Professional development workshops include: a) rationale/theory/research; b) engagements with arts integrated learning as if students; c) reflection and analysis of those experiences; and d) application of practice through rehearsal facilitation. Professional development workshops occur at the school at least once a month by local and national teaching artist, and each is followed by a Professional Learning Community (PLC) in which small groups of teachers share what they implemented, look at student work, assess, and set goals. When teaching artists lead residencies with students, teachers are expected to be fully engaged in developing their own skills. They are required to: a) meet with the teaching artist in advance to co-plan the residency; b) complete an observation form that targets specific facilitation skills; c) assess student performance; d) co-teach with the teaching artist; and e) reflect and assess with the teaching artist. Each teacher will develop a professional development growth plan annually and co-review with both colleagues and administrators for long-term continuous development. **Leadership.** A leadership team of teachers will be identified to include one teacher at each grade level. Teacher leaders will: a) have experience teaching in traditional and non-traditional school settings; b) have experience integrating the arts; and c) have dispositions of leaders, including communication and collaboration skills. The leadership team will rotate based on the needs and assets of each grade level. They will receive support from the Curriculum Coordinator who will be responsible for the selection and training of the leadership team. Leadership team members are responsible for mentoring new teachers, facilitating PLC meetings, and guiding decisions about the professional needs of the faculty at each grade level. **Professional Induction.** At the beginning of each school year, KA faculty will meet for two days to develop their own community and commit (or re-commit) to the school’s vision. This will occur through arts integrated learning. Thus, new teachers receive a strong dose of arts integrated experiences while engaging in vision of the school and also exploring teaching methodology articulated within the academic plan. Differentiated professional development will offer newest teachers a definition of arts integration while challenging more experienced teachers at a higher level. KA’s newest teachers will also receive support from the teacher leader at their grade level who will serve as their mentor for two years. The teacher leader engages his or her new teachers in one

observation of classroom instruction per semester. This includes a pre-observation meeting to address the plans, struggles, and questions of the new teacher, as well as a post-observation meeting for reflection and goal setting. The Curriculum Coordinator will also conduct one model arts-integrated lesson plan per semester in each new teacher's classroom, followed by reflection and discussion with the new teacher. Each new teacher will belong to a "New Teacher Hui" for two years, meeting each semester with other new faculty members to connect and reflect, trouble shoot, and share community. Finally, for two years, new teachers will receive professional development support funding to attend workshops beyond the walls of the KA community.

- c. A clear description of the expected number of days or hours for regular professional development throughout the school year that includes an explanation of how the proposed school's calendar, daily schedule, and staffing structure accommodate this plan; the time scheduled for common planning or collaboration; and an explanation for how such time will typically be used. The description must identify ways the professional development scheduling conflicts with Master Collective Bargaining Agreements, explain any specific amendments that may be needed through supplemental agreements, and provide an adequate contingency plan in the event such amendments cannot be negotiated under supplemental agreements.

KA intends to honor the Unit 5 Collective Bargaining Agreement, specifically Appendix X, which allows for 21 additional hours, contiguous to the teacher's workday and without students (to be) used as follows:

For use in multiples of not less than one (1) hour increments at the discretion of the Employer to require teachers to participate in job-embedded professional development that extends the workday of teachers. The focus of these 21 hours will be on Common Core State Standards, data teams and formative instruction, response to intervention, and teacher evaluation; Although teachers will be compensated for three, 7 hour days (21 hours total) because the twenty-one (21) hours are contiguous to the teacher's work day, there is no increase in the number of days that the teacher must report to work during the school year. In accordance with Article XX, Salaries, paragraph L, the Department will provide Professional Development (PD) credits for select activities conducted during these 21 additional hours; and in no event shall the workday extend beyond 4:30 pm and proper notification (at least one week's notice) shall be given when scheduling for job-embedded professional development. School Administrators, in consultation with the teachers and other members of the school community, will have the flexibility to determine whether additional time throughout the year should be repurposed for heightened focus on core strategic priorities, through use of other administrator directed time, including student shortened days, six (6) teacher preparation periods per semester, a portion of the two administrator days at the beginning of the school year, and any other appropriate time that may be available during teachers' work days. Ideally, these additional hours will be used for the above stated professional development activities. By agreeing to provide job-embedded time, the involved parties recognize the following benefits: Teachers are fully trained and consistently supported on the priorities of the school and HIDEOE; a) The use of training and learning time is systematized by creating a formal structure; b) Teachers are not pulled from classes for training; c) Costs are reduced to due to less demand for substitute teachers; and d) State and complex area professional development efforts are more focused.

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

The Arts Integration Curriculum Specialist (AICS) has the primary responsibility for directing professional development activity at KA. This individual is responsible for identifying the long-term goals (e.g. integrating visual arts meaningfully throughout STEAM units) and short-term goals (e.g. preparing short arts strategies to introduce HA principles during the first week of school) of teacher development. The AICS uses a combination of data from the teacher evaluations, surveys from teachers themselves, and observational data to determine these needs. The needs will include target skills in arts integration, target PBIS goals, and target curricular needs in core content areas. The AICS is responsible for developing community partnerships that will both support the financial plan and the services for meaningful professional development experiences. For example, the AICS will work with Honolulu Theatre for Youth, a Kennedy Center Partner, to pursue local funds from organizations such as McNerny, Campbell or Atherton as well as national funds to support teacher development and student learning in drama.

3. Staff Structure

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

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

- b. A description of a reasonable rationale for the staffing plan, as demonstrated in the staffing chart, that clearly explains how the relationship between the proposed school's leadership or management team and the rest of the staff will be managed and includes justifiable teacher-student and total adult-student ratios for the proposed school.

In its first year KA will open with 25 students per grade serving grades K-5 and 52 students in grade 6. Once the charter is granted the principal will advertise, interview, and hire qualified candidates who are highly qualified. Subject to demand and enrollment the school assumes it will need to hire eight core teachers to service 202 students K-6. The school will hire one arts integration specialist and two specialists for Physical Education, Art, Music and Health. One teacher assistant will be hired to work with core teachers on a rotational basis. The school will hire one office manager who will be responsible for fiscal matters including preparation of purchase orders, cash, payroll, enrollment data, state reporting systems, and other duties as applicable. One school operations support staff member will assist with school security and other tasks. In its second year the school will expand one grade to service grades K-7. The school expects enrollment to be 254 students with 25 students in grades K-5 and 52 in grades 6 and 7. The school will hire two additional qualified core teachers. The school will hire a total of three specialists for the elementary and middle school. The office manager and school operations support staff positions will be maintained. In its third year the school will expand one grade to service grades K-8. The school expects enrollment to be 306 students with 25 students enrolled in grades K-5 and 52 enrolled in grades 6-8. The school will employ a total of 12 qualified core teachers, three specialists, and one arts integration coach for the elementary and middle school.

A receptionist will be added in the third year of operation. KA expects that enrollment will remain stable after year 3 of operation. The school also expects to maintain the same staffing for the school years following year 3 if the enrollment remains at 306 students.

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

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

4. Staffing Plans, Hiring, Management, and Evaluation

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

In order to recruit “Highly Qualified” teachers, KA will:

- Coordinate efforts to partner with postsecondary institutions to serve as a host school for teacher interns whenever possible (as a means to train and recruit potential staff)
- Recruit teachers locally and nationally through an annual Charter School Teacher Job Fair and nationwide events/job fairs
- Advertise in local newspapers, website, and other online tools
- Visit local universities as appropriate

KA will seek applicants whose credentials comply with the Hawaii Teacher Standards Board (HTSB) licensure requirements. The U.S. DOE and NCLB Act of 2001 require all core academic teachers be “highly qualified”. KA will not employ an individual if that individual’s educator certificate or license is suspended or revoked by this or any other state. KA’s vision, mission, and commitment to a culture-based arts integrated curriculum will attract teachers passionate to educate, create, innovate, and produce a high quality education for students. Inclusiveness and shared leadership are inherent in KA’s shared beliefs in a culture-based and arts-integrated curriculum. Arts integration fosters and requires collaborative risk taking. Teachers grow professionally and in community through learning arts integration strategies collaboratively. The arts inspire possibilities as they enrich each teacher special talents and gifts. Engaged and creatively challenged teachers create rich, innovative classroom environments filled with inquiring students, investigating, experimenting, and enjoying purposeful work together. As part of the affiliation agreement, KA will partner with Doral Academy, Inc. to provide professional development opportunities in Hawai`i as well as out-of-state (contingent on funding). Opportunities to participate in arts integration conferences and workshops locally and nationally will also be dependent on available funding. KA will also participate, as appropriate, in professional development opportunities sponsored by the HIDOE. The KA administration

believes that teachers and staff vested in the school’s vision and mission will embrace leadership opportunities ensuring teacher efficacy and retention.

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

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

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

KA will develop a system for hiring and dismissing personnel, which abides by the Master Collective Bargaining Agreements. An employment application form will effectively determine licensing, qualifications, and permission to perform a criminal history check. To determine whether a prospective employee or agent is suitable for working in close proximity to children, KA will follow all Federal and State laws regarding hiring and firing. A resume, transcripts, licenses, references, and other supporting documents will complete the packet.

Document/Source	Purpose	Other info
Resume	“Snapshot” of prospective employee	
Hawaii Criminal Justice Data Center	Fingerprint check to determine adult criminal history record including non-conviction data	Used exclusively for hiring purposes; includes a fee for processing
Federal Bureau of Investigation	National database of adult criminal history record	
College or University of record	Educational background check	Bachelor’s degree or higher in education
Hawaii Teacher Standards Board	Credential verification - State certification/license for position	Provisional, Standard, or Advanced License
Recommendations from previous employers or professional references	Ascertain employability of individual based on recommendation and/or evaluation	
Interview	Evaluate presentation and interpersonal communication skills, including personal belief system/educational philosophy, knowledge and belief in KA’s vision and mission; discuss interest and/or prior experience in arts-integration	Face-to-face opportunity; Face Time and Skype or other online tools will be used for off-island interviews

A screening committee comprised initially of the principal and lead staff, and eventually of other school administrators, teachers, and lead staff will interview potential employees. Initial screening interviews, credential verification, and official recommendations to hire will be made to the principal, who will make the final hiring decision for faculty and support staff. No official

offer of employment will be made until the background check is complete and clear. All such decisions shall be subject to applicable federal laws and regulations currently or hereafter in effect. KA will utilize a local vendor to provide hiring support services related to new employee forms, payroll services, and conducting background checks. Teacher and staff will be evaluated in writing with proper notice, pursuant to the Master Collective Bargaining Agreement. When necessary and available, the employee will be offered support in the form of peer mentoring, coursework, professional development, etc., in order to ensure improvement in their performance. Evaluations deemed less than satisfactory (with proper documentation) shall be given to the employee no later than the third Friday in May, unless KA and the Association mutually agreed to an alternative date. If an unsatisfactory rating results in disciplinary action, the teacher or the Association may appeal. Adverse evaluations used for disciplinary action against a teacher shall be subject to the grievance process as described in the Master Collective Bargaining Agreement.

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

The school leadership and teachers will be evaluated annually using the Comprehensive Evaluation System for School Administrators (CESSA) and the Hawaii Educator Effectiveness System (EES) for teachers. Both of these tools have built-in processes, protocols, and criteria for conducting evaluations, delivering feedback, encouraging reflection on practice, coaching, and resources for continued professional development, improvement, and corrective action as needed. The Board of Directors shall evaluate the Principal annually. The evaluation process will give the administrator an opportunity to set personal and professional goals in alignment with the charter prior to the beginning of the school year. The formal evaluation will consist of documentation giving evidence of the Principal's progress toward meeting school and professional goals and setting new goals. The evaluation process should also provide opportunities to recognize exemplary performance or correct concerning behavior. The teacher evaluation and support system examines teacher practices, student growth, and learning measures. Teacher practices included classroom observations, walk-throughs/instructional rounds, and professional growth as evidenced through and measured with the Danielson Framework for Teaching. The framework organizes teaching into four domains, twenty-two components, and seventy-six elements. The observation tool is based on the framework, focusing on the components that most closely impact student success (Domain 2, The Classroom

Environment and Domain 3, Instruction). An evaluation cycle includes conferencing, planning, observation, debriefing, reflection, and goal setting. Teachers will write and implement a Student Learning Objective (SLO) that will align with the Danielson Framework, CCSS, and the Hawaii State Standards. The SLO includes a measurable goal based on available data that reflects the most important learning for the block/quarter semester/year. Student growth will be measured by the identified performance assessments. Professional development will be aligned to the strengths and growth areas identified through the above tools, as well as anecdotal records, teacher feedback, and guided by the vision and mission of our culture-based, arts integrated curriculum that supports the whole child. Professional development workshops will be held at least quarterly (utilizing the School Planning/Collaboration Days, six-hours scheduled in 30-minute intervals for in-service training, and one faculty meeting per month. Grant and other funds will be sought to cover the cost of whole school professional development opportunities as appropriate). The arts integration specialist will provide ongoing coaching in culture-based, arts integrated strategies and curriculum to engage students in higher-level collaborative learning.

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

KA believes a supportive and rich school culture and engaged school community of learners provide the greatest incentive for administrator and teacher retention.

Unsatisfactory administrator and teacher performance issues will be handled pursuant to the Master Collective Bargaining Agreements. All employees shall have the right to make written objections to the observations or review finding within one week of receipt by stating areas of disagreement. These objections will be attached to the observation and/or evaluation and kept in the employee's personnel file. The Master Collective Bargaining Agreements and the CESSA and EES tools provide protections and recourse for those administrators and teachers who receive a "less than satisfactory" rating. Planning for effective turnover will be ongoing and will include enrollment projections, budget constraints, administrator and teacher evaluations, etc. KA intends to follow HODOE's and HSTA's (Article VII. Assignments and Transfers) procedure with regard to the creation of teaching lines and a master schedule as the first step in planning for employment for the coming school year.

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

At this time, KA does not anticipate any deviations in the staffing plan. However, in the event that such deviations arise and a supplemental agreement and reasonable contingencies cannot be negotiated under a supplemental agreement, KA will seek mediation as required.

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

Please see Attachment J.

F. School Calendar and Schedule

1. A school calendar for the proposed school's first year of operation, including total number of days and hours of instruction, provided as **Attachment K (no page limit)**, and a satisfactory explanation of how the calendar aligns with and clearly reflects the needs of the Academic Plan.

The school calendar found in Attachment K aligns with and clearly reflects the needs of the Academic Plan by:

- Following the HIDOE school calendar. Students will be in attendance for 180 days, and will follow the HIDOE planned breaks and holidays. This schedule honors families of both our students and faculty by mirroring the schedule for those families with children enrolled in local public schools.
 - Meeting all conditions and stipulations of the HIDOE, Board of Education policies and regulations, and the bargaining unit agreements for the HSTA and HGEA.
 - The schedule allows for 1415 or 1525 minutes of instructional time
 - 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 or 1525) and non-instructional time (685 or 575). As the Department issues additional regulations and/or policies, the school day will be adjusted to reflect those changes.
 - Teacher day begins at 7:45 and ends at 2:45. It meets all requirements set forth in the collective bargaining agreements.
2. A clear description of the structure of the proposed school's day and week that aligns with and clearly reflects the needs of the Academic Plan, including the following:
 - a. A description of the length and schedule of the school week.
 - b. A description of the length and schedule of the school day including start and dismissal times.
 - c. The minimum number of hours or minutes per day and week that the proposed school will devote to academic instruction in each grade.
 - d. The number of instructional hours or minutes in a day for core subjects.
 - e. A satisfactory explanation of why the proposed school's daily and weekly schedule will be optimal for student learning.
 - f. The number of hours or minutes in a day for teacher planning time.
 - g. A sample daily and weekly schedule for each division of the proposed school, provided as **Attachment L (no page limit)**.

a. KA will follow the Hawaii Department of Education calendar. Beginning with SY 2017-2018, there will be 182 school days (89 student days in Semester 1 and 93 student days in Semester 2). Teachers will report to work on August 1, 2017. The last day for teachers will be June 1, 2018. Students will report on August 7, 2017 and their last day will be May 31, 2018. This schedule supports families with children enrolled in the local public schools.

b. A typical school week will be Monday through Friday, beginning daily with at 7:45 with a short opening that allows teachers to prepare for the day. The students’ day begins at 8:00 AM and ends at 2:00 PM, except on Wednesday, when the dismissal time is set for 1:15 PM. There are two 15-minute recess periods and a 30-minute lunch period. Teachers work a 7-hour day, beginning at 7:45 AM and ending at 2:45 PM. Daily prep periods of 45-minutes each and a teacher meeting time of 45-minutes once a week meet contractual requirements.

c. Academic instruction at each grade level (K-8) will total 1415 or 1525 minutes per week (approximately 5-hours of instruction per day):

Instructional	Mon.	Tues.	Wed.	Thurs.	Fri.	Total
Minutes-option 1	300	300	215	300	300	1415
Minutes-option 2	300	300	285	300	300	1525
Hours	5.0	5.0	4.75	5.0	5.0	4.95

d. KA is committed to provide the optimal number of instructional hours or minutes daily for core subjects. The four blocks allow for both focused/targeted and integrated instruction in the core subjects. KA is a culture-based, arts integrated school meaning that at any given day and time, students will be involved in a blend of appropriate learning opportunities that foster growth and inquiry. Specifically, the following will apply with regard to instructional hours or minutes per day for core subjects:

Subject	Focused/Targeted	Integrated as appropriate	Total daily
ELA	80	220	300
Math	80	220	300
Science	60	240	300
Social Studies	40	260	300

Physical Education, Health, World Languages, and the Arts will be integrated throughout, with a focused/targeted rotation of 40 minutes daily for these important areas.

e. In addition a daily schedule that is comparable to many public schools in the area, an analysis of available data on the HIDOE’s ARCH site reinforces the need for focused and targeted instruction in the core areas. Our proposed schedule allows for both “laser-focused” instruction and cultural learning as well as developmentally appropriate delivery of curriculum within a “traditional” frame of time. Specifically, an analysis of the Leilehua Complex’s (the area from which KA students will most probably reside) assessment data indicates that there was a sharp decline in the percentage of students meeting proficiency benchmarks in English Language Arts, Math, and Science.

(<https://adc.hidoe.us/#/proficiency>). Although not totally unexpected due to the transition during SY 2014-2015 from the Hawaii Content and Performance Standards III Reading and Mathematics assessments to the Hawaii Common Core Standards English Language Arts/Literacy and Mathematics assessments, this decline in student performance is

disconcerting. KA's daily and weekly schedule allows optimal time for student learning in a supportive environment.

f. A forty-five (45) minute teacher planning period is included in the daily schedule (a total of 225 minutes per week as required by teacher contract (Article VI.X.3).

g. The KA daily and weekly schedule is provided as **Attachment L**

G. Supplemental Programs

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

Not applicable because the proposed school does not plan to offer any summer school programs.

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

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

H. Third-Party Service Providers

1. Service Provider Selection and Track Record

a. A reasonable explanation of why the applicant is seeking to contract with a Service Provider rather than operate the proposed school(s) directly.

KA's goal is to create an enriching educational environment for the students, families, and community. In an effort to have school personnel focus on the academic aspect of running the charter school, the Governing Board is seeking to contract with a Service Provider who can, in turn, focus on the business aspects of the organization. The Board operates the proposed school with guidance, support, and input from the Service Provider. The KA Governing Board is made up of talented individuals with a vast array of knowledge who all understand that starting and operating an effective charter school will take a strong team. A Service Provider will assist the Governing Board in terms of strategic planning, organization, financial planning, bookkeeping, state reporting, statutory compliance, real estate development, facilities maintenance and financial resources.

b. A description of a thorough process that the applicant used to identify, vet, and select the Service Provider. The description must explain how and why the Service Provider was selected, including when and how the applicant learned of the Service Provider, which other

Service Providers were considered, why the Service Provider was selected over other Service Providers, and what due diligence was conducted, including a summary of the findings of the reference checks conducted by the applicant.

KA performed due diligence prior to the Founding Board choosing Academica as KA's Service Provider. Using a list from GettingSmart.com, KA researched several charter school management companies and service providers by utilizing their websites and conducting interviews. Organizations, such as Connections Education, K12, and Apollo Education Groups were online learning providers offering virtual services which are not the models KA wishes to use. Charter Schools USA (online form submitted) and the Leona Group (phone message to Jan VanDerNaalt, director of new charters) were contacted; however, the organizations never responded to her inquiries. Some organizations, such as National Heritage Academies, Inc. (Michelle Andrew, charter development) and Responsive Education Solutions (Kent Brown, administrator) were contacts and informed KA they were not interested in operating in Hawaii. While others, Mosaica Education and AdvancePath Academies offer curriculum not in line with KA's art-integration vision. After speaking with Bob Howell, CEO of Academica Nevada, KA discovered that Academica successfully operates over 100 charter schools in 4 states. Academica indicated they were interested in opportunities in Hawaii. KA interviewed references and discussed terms with Academica until she felt comfortable with recommending them.

- c. If the Service Provider is providing academic services, evidence demonstrating academic success, especially in the grade levels the proposed school intends to serve, including academic performance data of all clients of the Service Provider that demonstrates the provider's services lead to *high-quality charter schools*, as defined in the RFP. Provide, as **Attachment M (no page limit)**, academic performance data for each of the Service Provider's charter school clients that shows evidence of strong academic results for the past three years (or over the life of the charter school, if the school has been open for fewer than three years), based on the following factors:
 - i. Increased student academic achievement and attainment (including, if applicable and available, high school graduation rates and college and other postsecondary education enrollment rates) for all students, including, as applicable, *educationally disadvantaged students*, as defined in the RFP, served by the charter school;
 - ii. Either—
 1. Demonstrated success in closing historic achievement gaps for the following subgroups of students at the charter school: low-income students, students from major racial and ethnic groups, students with disabilities, and English language learners; or
 2. No significant achievement gaps between any of those subgroups of students at the charter school and significant gains in student academic achievement for all populations of students served by the charter school; and
 - iii. Results (including, if applicable and available, performance on statewide tests, annual student attendance and retention rates, high school graduation rates, college and other postsecondary education attendance rates, and college and other postsecondary education persistence rates) for low-income and other *educationally*

disadvantaged students served by the charter school that are above the average academic achievement results for such students in the state.

This is not applicable: The service provider is not providing academic services.

- d. A listing and explanation of any management contract terminations, charter revocations, non-renewals, or withdrawals or non-openings that the proposed Service Provider has experienced in the past five years that does not indicate that the Service Provider lacks the necessary capacity or display inconsistencies in its academic, organizational, or financial performance. The explanation must reference the other jurisdictions where the Service Provider operates or services other charter schools and provide, as **Attachment N (no page limit)**, a list of all the charter schools operated or managed by the Service Provider, the respective authorizer for each of those charter schools, and contact information for each authorizer.

In the past five years, Academica Nevada has had no contract terminations, charter revocations, non-renewals, withdrawals, or non-openings. See **Attachment N** for a list of Academica Nevada schools.

- e. A list or description of all charter schools operated or managed by the Service Provider that are accredited, if any, including a list or description of the accrediting organization for each accredited school and a current accreditation report from one of those schools, provided as **Attachment O (no page limit)**, that demonstrates strong organizational health attributable to the Service Provider.

See **Attachment O** for a list of all accredited charter schools serviced by Academica Nevada

2. Legal Relationships

- a. Full disclosure of any existing or potential conflicts of interest between the proposed school governing board, proposed school's employees, proposed Service Provider, and any affiliated business entities and a satisfactory explanation as to how such existing or potential conflicts of interest will be addressed.

At this time, there are no existing or potential conflicts of interest between the Founding Board/Governing Board, proposed school employees, Academica, or any other affiliated business entities. Any potential or real conflicts of interest in the future will be handled pursuant to the Bylaws (Attachment U), Code of Ethics and Conflicts of Interest Policy (Attachment Y), and the Master Collective Bargaining Agreement as well as all applicable State and Federal laws.

- b. A list of all subsidiaries or related entities that are affiliated or owned in whole or in part by the Service Provider, a description of the nature of those entities' business activities, an explanation as to whether the proposed school has or will have any relationship with or receive any services from any of those entities, and a reasonable justification for any such relationship.

At this time, Academica does not have any subsidiaries or related entities that are affiliated or owned by the company.

- c. If the Service Provider will have supervisory responsibilities, a description of the supervision of the proposed school employees by the Service Provider that is reasonable, legally sound,

and aligns to Master Collective Bargaining Agreements and gives the proposed school governing board oversight over the Service Provider’s supervisory responsibilities. The description must explain the supervisory responsibilities of the Service Provider, including which school employees the Service Provider will supervise, how the Service Provider will supervise these employees, and how the proposed school governing board will oversee the Service Provider’s supervisory responsibilities.

Not applicable because the Service Provider will not have supervisory responsibilities.

- d. If the proposed school governing board intends to enter into any type of lease, lease-purchase agreement, or any other facility or financing relationships with the Service Provider, draft facility or financing agreements, or other evidence, provided as **Attachment P (no page limit)**, that:
 - i. Demonstrate such agreements are separately documented and not part of or incorporated in the proposed school’s management contract; and
 - ii. Ensure any agreements are consistent with the proposed school governing board’s authority and practical ability to terminate the management agreement and continue operation of the proposed school.

NA: The proposed school governing board does not plan to enter into any type of lease, lease-purchase agreement, or any other facility or financing relationships with the Service Provider.

- e. A description of any loans, grants, or investments made between the Service Provider and the proposed school or the proposed school’s associated nonprofit organization, including a legally sound explanation of how any such loans, grants, or investments may be initiated, repaid, and refused by the proposed school or the proposed school’s associated nonprofit, as applicable.

NA: The Service Provider has not made any loans, grants, or investments between the proposed school and the proposed school’s does not have an associated nonprofit organization.

3. Service Provider’s Organizational Structure

- a. A draft management agreement, provided as **Attachment Q (no page limit)**, that includes:
 - i. The duration of the management agreement;
 - ii. Clear roles and responsibilities of the parties;
 - iii. A clear and well-defined scope of services and costs of all resources;
 - iv. A clear compensation structure and payment schedule that identifies all fees, bonuses, and other compensation to be paid to the Service Provider;
 - v. Reasonable conflict of interest provisions that adhere to state law;
 - vi. Reasonable renewable provisions that describe the conditions and procedures (including timeframes, notice, and decision-making procedures) for renewal, how often will the management agreement be renewed, and the conditions that both the Service Provider and the proposed school must satisfy for the management agreement to be renewed;

- vii. Reasonable termination provisions that describe the conditions and procedures (including timeframes, notice, and decision-making procedures) for termination and the grounds that the Service Provider or the proposed school may terminate the management agreement for cause as well as the grounds for termination without cause; and
- viii. Reasonable indemnification provisions in the event of default or breach by either party.

A draft management agreement is provided as **Attachment Q**.

- b. A detailed description of the roles and responsibilities of the Service Provider that adequately and accurately describes how the Service Provider fits into the proposed school's organizational structure and how the organizational structure ensures the proposed school governing board is independent from the Service Provider and self-governing, including a satisfactory description of independent legal representation and arm's-length negotiating.

As outlined by the Service Agreement (Attachment Q), Academica will work at the direction of the Board in fulfilling the following roles and responsibilities:

- Prior to Charter Approval (assisting with the charter application, training and assistance through the application process, and budget forecasting)
- Financial Services (bookkeeping and accounting services, quarterly and annual budgets, cash flow projections, obtaining financing, coordination and logistical support of financial audits)
- Human Resources (identifying staffing needs, payroll coordination, governmental compliance)
- Public Relations and Marketing (identity and brand development, student recruitment strategies, school climate surveys)
- Board Facilitation (coordination of board meetings and trainings, public notice compliance, open meetings compliance)
- Governmental Liaison (advocacy and reporting to: charter sponsors, municipalities, state and federal agencies)
- Facilities (Assist with: acquisition, school design and development, land use approvals, compliance with fire and security requirements, planning for future facility needs)

As set forth in the organizational chart (**Attachment T**) Academica will work at the direction of the Board and serve as the Board's operational staff for non-educational school operations. The Board will have independent legal counsel to advise and assist in the decision making process in the review of major contracts such as the Service Provider Agreement, Facility Lease, etc.

- c. A satisfactory business plan that demonstrates the Service Provider will be able to provide the services in the management agreement. The business plan must explain how the Service Provider will grow, scale, or adjust its operations to ensure quality service to the proposed school.

Academica is a national organization with a successful history of expanding operations to six states across the nation. With experience in moving into new markets, Academica will follow a similar model in growing into Hawaii. This model will include the employment of 2 full time staff in Hawaii during the first year of operation. In addition to the Hawaii staff who will

support KA on a daily basis, Academica personnel from other offices across the nation will be able to provide additional support where needed. As KA grows, Academica will increase its staff in Hawaii to support KA's growing needs.

- d. An effective and comprehensive oversight and evaluation plan for overseeing the Service Provider. The oversight and evaluation plan must include the school-wide and student achievement results that the management organization is responsible for achieving, the methods the proposed school governing board will use to review and evaluate the Service Provider's progress toward achieving agreed-upon goals, the frequency of such reviews and evaluations, an explanation whether there will be an external evaluator to assess the Service Provider's performance, and the conditions, standards, and procedures for the proposed school governing board intervention, if the Service Provider's performance is deemed unsatisfactory.

KA's governing board will perform an annual evaluation of Academica's performance. The evaluation will specifically analyze each of the area for which Academica is responsible under their Service Agreement. The analysis will be completed by Board Members and School Administrator and will assess Academica in at least the following areas: Accounting/Finance, Budgeting, Compliance and Governmental Accountability, Data Support, Facility Procurement and Maintenance, Human Resources Management and Support, Legal Services, Public Relations.

- e. A comprehensive description of the respective financial responsibilities of the proposed school governing board and the Service Provider that allows for reasonable financial controls from the proposed school governing board. The description must include details about who will own property purchased with public funds, which operating and capital expenditures each party be responsible for, the types of spending decisions the Service Provider can make without obtaining board approval, the reports the Service Provider must submit to the proposed school governing board on financial performance and the schedule for reporting, and how the proposed school governing board will provide financial oversight.

KA's Governing Board will be responsible for the following financial responsibilities; approval of annual budget, approval of financial policy and procedures to be followed by school staff and Service Provider, selection of independent audit firm, review of interim financial statements at each Board Meeting and approval of any expenses which exceed the KA Principal's authority. Academica will be responsible for the following financial responsibilities; bookkeeping, preparation of annual budget for Board approval, cash flow projections, preparation of interim financial statements at each Board Meeting, processing of accounts payable and receivable, monthly bank statement reconciliations, coordination and logistical support of annual audit. Service Provider will not make any purchases without either direct Board approval or the receipt of a signed purchase order from the school administrator (within Board approved Annual Budget). KA's Financial Policies and Procedures manual will include a dual signature policy for checks exceeding \$2,500, as well as required Board Chair signature on any check above \$25,000. Purchase orders will be required for all purchases with the Principal's signature serving as proper authorization. All property purchased with school funds will be property of KA.

- f. A comprehensive and adequate plan for the operation of the proposed school in the event of termination of the management agreement.

As set forth in the Services Provider Agreement (**Attachment Q**), upon termination Academica is required to “work cooperatively to ensure that the School’s operations continue without interruption.” KA’s Governing Board will determine whether to procure the services of a new service provider or hire additional staff to run the non-education operations of the school. KA’s Governing Board will obtain all books, documents, electronic data or records of any kind from Academica, as required under the Service Provider Agreement. KA’s Governing Board will then provide this information to the new staff or Service Provider to ensure that operations continue in an uninterrupted manner.

I. Conversion Charter School Additional Academic Information

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

III. Organizational Plan

A. Governance

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

Please refer to **Attachments R** and **S**.

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

An organizational chart is provided as **Attachment T**.

3. A description of an effective governance structure of the proposed school, including the primary roles of the proposed school governing board and how it will interact with the school director, any school management teams, any essential partners, and any advisory bodies. The description must include the size, current and desired composition, powers, and duties of the proposed school governing board that will foster the proposed school's success; identify key skills or areas of diverse expertise that are or will be effectively represented on the proposed school governing board; and adequately explain how this governance structure and composition will help ensure that: a) the proposed school will be an academic and operational success; b) the proposed school governing board will effectively evaluate the success of the proposed school and school director; and c) there will be active and effective representation of key stakeholders, including parents or guardians.

The governance structure of KA shall consist of the Governing Board leading the school, with administrative and operational tasks completed at the Board's direction as delegated to the school administration, staff and management personnel. The number of members of the Governing Board is nine, consistent with the Board's bylaws (**Attachment R**). As required by the Commission there are members of the Board with particular expertise in human resources, finance, education, organizational management, and fundraising. KA's Governing Board currently meets all of the expertise requirements as set forth in section III.A.5.a-b. The Governing Board's power and duties will include; establish annual budgets, adopt financial

policies and procedures, set human resources policies, select the school's legal counsel, select the charter school Principal, support the charter school Principal and review his or her performance, ensure effective organizational planning, ensure adequate resources, determine and monitor the charter school's programs and services, enhance the charter school's public image, and assess the Board's own performance. The Governing Board will evaluate the Principal at least annually. The Principal's evaluation will be based upon teacher satisfaction, academic performance, student/parent surveys and school culture.

The Board will contract with a Service Provider to assist in the financial and organizational administration of school operations. In connection with this, staff of the Service Provider will report to the Board. The Board will review any recommendations made by the Service Provider and act upon them in the manner the Board decides.

The Board has an Advisory Board of members with expertise in education, finance, Hawaiian culture, and other areas that may be of assistance in conducting the business of the school. The Board will consult periodically with members of the Advisory Board. The Advisory Board acts only to provide advice and does not have any decision-making authority. The Board will, also, form a Community Advisory Board, composed of parents and other community stakeholders to provide input to the Board.

Ultimately, it is the KA Board's responsibility to ensure that the total organization is effective in achieving its mission and efficient in using its resources.

4. If the proposed school has a *virtual or blended learning program*, a clear description of the role the governing board will play in the online learning program that ensures the effective oversight of the online learning program, including a clear and realistic description of the requisite knowledge of online learning that the proposed governing board currently possesses or will endeavor to possess.

This section is NA. The proposed school will not have a virtual or blended learning program.

5. Demonstrated will, capacity, and commitment of current and proposed governing board members to govern the proposed school effectively by providing the following:
 - a. A list of all current and identified proposed school governing board members and their intended roles;
 - b. A clear summary of members' qualifications for serving on the proposed school governing board, including an adequate explanation of how each member meets any of the considerations in HRS §302D-12 and will contribute a wide range of knowledge, skills, and commitment needed to oversee a *high-quality charter school*, including academic, financial, legal, and community experience and expertise;
 - c. Completed and signed Board Member Information Sheets ([Exhibit 4](#)) and resumes for each proposed governing board member, provided as **Attachment U (required form; no page limit)**, that demonstrates board members share a vision, purpose, and expectations for the proposed school; and

- d. If not all board members have been identified, a comprehensive and sound plan and timeline for identifying and recruiting governing board members with the necessary skills and qualifications, including a description of such skills and qualifications.
- e. If the current board will transition from an Applicant Governing Board to a more permanent governing board, a comprehensive and sound plan for such a transition, including a reasonable timeline for recruiting and adding new members; a brief description of the individual and/or collective skills sets the anticipated board members are expected to bring, with specific reference to the skill sets described in HRS §302D-12; a description of the priorities for recruitment of additional or replacement proposed school governing board members and the kinds of orientation or training new members will receive; and identification of any bylaws, policies, or procedures changes that will be necessary for such a transition.

a. Ku'uipo Laumatia, Chairperson; Lei Cummings, Fundraising; Patrick Macy, Ed.D., Educational Administration; Rae Takemoto, Arts Integration Curriculum Development; Steve Davidson, Ed.D., Finance; Mark Kohler, Law, Accounting; Jarrett Macanas, Law; Blaine Fergstrom, Communications; VerlieAnn Malina-Wright, Educational Administration, Hawaiian Culture

b. Ms. Cummings is a fundraising professional. Dr. Davidson is a retired Certified Financial Planner and Project Management Professional. Dr. Macy has extensive experience in teaching and educational administration. Dr. Malina-Wright has worked for decades in the areas of Hawaiian and other indigenous cultures. Mr. Macanas and Mr. Kohler are both attorneys and Mr. Kohler is, also, a CPA. Ms. Takemoto developed and led the Arts Integration curriculum at DOE's Pomaika'i School. Ms. Laumatia is a Project Management Professional with extensive experience in project and program management. She is, also, a long-time resident of Wahiawa and parent of a prospective KA student. Working together, they possess all the experience and expertise necessary to successfully start and oversee a *high quality charter school*. With regard to HRS §302D-12, none of the Board's members are in conflict with any provisions of the statute.

c. See **Attachment U**

d. All members of the KA Board have been recruited.

e. The current members of the Applicant Governing Board will become members of the Governing Board following approval of KA's charter. The Governing Board will be formed pursuant to the provisions of the Board bylaws, Article III, Section 4. The Board members will bring the skills described in b. above and in **Attachment U**. No changes to bylaws, policies, or procedures should be required by this transition as current bylaws (**Attachment R**) contain the procedure for this transition, including recruitment or replacement of members.

6. A clear description of effective governance procedures, including an explanation of the procedure by which current proposed school governing board members were selected and how any vacancies will be filled; an explanation of how often the board will meet both during start-up and during the school year; any plans for a committee structure and identification of chairs for any proposed committee(s); and a description of the governing

board meetings, including how and where meetings will be conducted, how the governing board will provide meaningful access to the public, and if board meetings are to be conducted virtually (such as through conference calls, videoconference, or web conference).

Members were selected pursuant to the requirements of HRS 302D-12b 1-3.

The Board bylaws (Attachment R) and HRS 302D-12 dictate effective governance procedures, including managing vacancies, frequency of meetings, committee structures, publicizing meetings, virtual meetings and conduct of meetings.

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

There are no existing relationships that could pose actual or perceived conflicts.

Attachment V contains the Code of Ethics and Conflict of Interest policies that outline what will be done to avoid, mitigate, and minimize real or perceived conflicts.

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

The Board bylaws provide direction on increasing capacity through orientation of new members, ongoing training and development, topics to be addressed, and requirements for participation.

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

KA's Advisory Board will be composed of subject matter experts and other stakeholders whose role is to lend their expertise and feedback to the Board and leadership team to ensure KA's success. The reporting structure will be such that the Governing Board will reach out when needed to Advisory Board members and those members are welcome to offer their expertise at any time. See **Attachment W** for resumes of the current Advisory Board members.

B. Performance Management

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

- a. Academic Performance Data Evaluation Plan. A comprehensive and effective plan and system for:
- i. Collecting, measuring, and analyzing student academic achievement data of individual students, student cohorts, and the school as a whole—throughout the school year, at the end of each academic year, and for the term of the Charter Contract—including identification of the student information system to be used;
 - ii. Using the data to refine and improve instruction, including descriptions of training and support that school directors, any management team, teachers, and governing board members will receive in analyzing, interpreting, and using academic performance data to improve student learning; the qualified person(s), position(s), and/or entities that will be responsible for managing the data, interpreting it for teachers, and leading or coordinating data-driven professional development to improve student achievement; and how the person(s), position(s), and/or entities will be provided time to complete the aforementioned collection, analysis, management, interpretation, and coordination of data-driven professional development; and
 - iii. Reporting the data to the school community.
- i. KA will collect, measure, and analyze student academic achievement data through the use of current tools provided by the HIDOE:

Tool		Purpose	Frequency
eSIS	Electronic Student Information System	Manages student data including demographic info, course registration, grades, schedules, attendance, and other student-related data	Ongoing
eCSSS	Electronic Comprehensive Student Support System	Identifies, tracks, and monitors student concerns to ensure that each student reaches his/her potential through the provision of appropriate supports	Ongoing
Strive HI	Strive HI in ELA and Math	Online assessment that measures student growth aligned to the Common Core State Standards	Annually
AIMSweb	AIMS online tool	Online universal screening, progress monitoring, and data management system that supports Response to Intervention (RTI) and tiered instruction.	Three times a year universal screener
DIBELS	Dynamic Indicators of Basic Early Literacy Skills	Procedures and measures for assessing the acquisition of early literacy skills from K-6	Benchmark testing and progress monitoring
STAR 360	Renaissance Learning's STAR Literacy Assessment	K12 assessment solution to screen and group students for targeted instruction	

TenMarks	TenMarks Math	Online tool that assesses and prescribes assignments based on student need (universal screener)	
School developed assessments	Formative and summative assessments, including anecdotal records and student generated work samples	Curriculum and need-based teacher designed assessments that provide baseline and ongoing data to drive instruction	Ongoing

Assessing KA’s educational effectiveness is essential to ongoing growth in excellence for individual students as well as the development of a school-wide model that is truly responsive to students’ needs. In order to have a holistic approach to assessment, multiple school level assessments, both formative and summative, will be utilized to measure specific learning outcomes.

KA will participate in all federal and state required assessment programs as directed by the HIDOE, follow all required policies and procedures with regard to administration of tests and standardized practices. In addition to the data collected from the statewide assessment program, KA will monitor academic growth of individual students, cohorts of students, and the progress of the school as a whole.

KA’s administration will select commercially available assessments, such as the aforementioned options that best fit the needs of our students. Teachers will create pre-post assessments as a first step in implementing portfolio assessments to regularly monitor students.

All students will be evaluated with the universal screeners in the first two weeks of the school year. Ongoing assessment system may be designed as follow:

- Students who are performing above grade level will be subsequently assessed using the appropriate tools on a monthly basis.
- Students performing at grade level will be subsequently assessed every two week; and
- Students performing below grade level will be subsequently assessed weekly.

All Data will be disaggregated and used by teachers to inform and drive instruction on student knowledge and skills relative to the as follows:

Screening: Screening assessments such as the commercially available standardized assessment (STAR, DIBELS, TenMarks etc.) will be used to identify students who need additional instruction. Teachers at the beginning of the school year will screen students. Once the School has data from statewide assessments, KA will utilize this data to inform instruction to improve student learning. Data reports on these and all state-mandated assessments will be disaggregated by: student, standard, teacher, and school to inform decisions about adjustments to the educational program. These reports will be made available to all teachers (and families, and students as appropriate) to identify areas of strength and those in need of improvement, with the purpose to inform instruction, and enhance curriculum delivery, teacher effectiveness, and student growth toward proficiency/mastery.

ii. **Data Collection and Analysis:** The Data Team will be comprised of school administrators and teachers. The Data Team will compile progress-monitoring data on a quarterly basis (or when available) and will disaggregate the results for cohorts and school-wide growth. Monthly meetings (as scheduled in the Wednesday meeting rotation) will be held to:

- evaluate data and correlate to instructional decisions;
- review progress-monitoring data at the grade level and classroom level to identify students and their academic levels;
- identify professional development to enhance student achievement levels; collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills; and
- facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

The Data Team will develop an internal management system to manage and monitor students' progress. One example of an internal management system is a Data Wall. In an area without student access, a wall can be utilized to visually depict a grid chart that places students by classroom at their Reading and Math levels. During the progress monitoring meetings, student data will be reassessed and moved if progress is gained. This allows the teacher to have a visual of how their students are making progress. Each teacher will also receive their classes information via excel spreadsheet.

Reflection on Student Progress: Based on the data analysis, administrators, the Data Team, and school faculty collaboratively develop an instructional focus calendars with timelines for addressing targeted strands as denoted in assessed benchmarks. Through the use of the calendars, student assessment data will drive decisions for continuous improvement of teaching and learning processes. Teachers will modify their instruction, monitor student progress, and select appropriate classroom activities to work on student deficiencies and to guide differentiated instruction.

Grade Level/Department Meetings: Grade/Department Chairs will communicate with teachers to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. Departments will work collaboratively to plan and support differentiated instruction to work on student deficiencies.

Differentiated Support and Targeted Interventions: Each teacher will be trained and expected to use all data available to determine the instructional focus lessons and differentiate instruction accordingly. Struggling students referred by teachers, and/or identified by the Data Team will be targeted for Early Bird/After School tutoring and/or daily pullout tutoring. Students at and above mastery level will be challenged through the use of additional hands-on investigations, projects and research assignments that will reinforce the mastery of benchmarks.

Using real-time data from frequent assessment results, KA will provide the necessary individual, classroom and/or school-wide intervention programs. The Data Team and teacher referrals will determine which students may need additional targeted interventions. Interventions may include: requiring students to attend specific targeted tutoring, Early-Bird, during school, or afterschool programs; supplemental intervention programs and support within the respective reading, math,

science classrooms through academic coaching, lesson modeling, computerized intervention programs and pull out services (as needed). The Data Team will work with students and families to accommodate schedules. Additionally, the Data Team will identify students that may need to be part of the RtI (Response to Intervention) process.

The school will use data on an ongoing basis as a feedback system to guide teachers in lesson planning and individualizing instruction and to inform students of their current levels of performance. The school will also use data on an ongoing basis to inform instructional practices allowing for increased student-learning outcomes. These actions will enhance instructional interventions by closely monitoring activities aligning results with effective instructional decision-making.

Teachers will provide a variety of formative and summative assessments to determine student growth and progress monitoring within their class. School-based assessments to be used in all courses may include:

- Weekly teacher-generated quizzes
- Unit assessments and chapter tests
- Class projects and/or investigations based on focus lessons
- Class participation rubrics
- Anecdotal records
- Video of Student Performances or Project Explanations, and/or
- Student Portfolios

Longitudinal data analysis will be reported at least annually to the State Public Charter School iii. KA will utilize the tools provided by the HIDOE to report data:

- Students and parents will receive timely reports of assessments conducted at the beginning of and throughout the school year as appropriate. In addition to the standard Strive HI report, parent/teacher/student conferences and paper copies of results as appropriate
- The school community will have access to HIDOE reports generated through Accountability Resource Center Hawaii (ARCH) <http://arch.k12.hi.us/index.html>, including
 - School Status and Improvement Report (SSIR)
 - School Quality Survey (SQS)

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

Under the Service Provider Agreement, (**Attachment P**) Academica will be responsible for maintaining, managing, compiling and interpreting the school's financial data for the Principal and Governing Board. Academica will use an accounting software program accessible by Governing Board Members and Administration. In addition, the external audit will provide

additional in depth analysis of KA's finances, and will be presented directly to the Board by the external auditor.

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

KA will monitor and gauge organizational performance by completing at a minimum the following surveys and assessments; parent/teacher surveys to be completed at least twice each year with a report presented to the Board on the results by the Principal, annual Board self-evaluation to be completed by all Board Members at the Board's Annual Meeting, enrollment and admissions report prepared by KA administration quarterly with waitlist, new enrollment and retention information, facilities and equipment analysis prepared by Service Provider annually to identify facility/equipment capacity and needs of KA, student academic performance presentation prepared by KA administrator at least twice a year to identify organizational changes that need to take place to enhance student academic performance.

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

a. Should Academic performance fall below expectations as per the School-Specific Measures Template (**Attachment X**), the Board will require the school administrator to implement corrective actions. Corrective actions may include additional staff professional development (pedagogy, content, classroom management, etc.), investment in supplemental curriculum resources, staff reassignment, consultation with Doral Academy, Inc. or other actions as needed.

b. Should KA's Financial performance fall below standards as per the Financial Performance Framework, the Governing Board will work with the Commission, Independent Auditor and/or

Board Finance Committee to immediately cure concerns, deficiencies under the terms of the Charter Contract, or independent audit findings. Once notified of the financial concern or deficiency the Board Treasurer will, in conjunction with the Finance Committee, develop a corrective plan of action. School administration and/or the Service Provider will be required to immediately implement the directives of the Finance Committee.

c. Should KA's Organizational performance fall below standards as set in the Organizational Performance Framework, the Governing Board will immediately comply with the corrective action plan approved by the Commission. The Governing Board, in working with the Commission, will identify and implement all necessary steps to bring the deficiency back into good standing.

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

Please see **Attachment X**.

C. Ongoing Operations

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

KA will not provide daily transportation. Parents will be asked to provide funds for field trip transportation.

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

KA will adopt Hawaii Administrative Rules, Chapter 19 governing student safety. In addition, KA will follow the policies and procedures outlined by the HIDOE Safe Schools office. The School Operations Support Staff member will provide campus security.

The Board will adopt an Acceptable Use Policy and work with their IT vendor to implement protective procedures. The IT vendor will maintain the school's network and firewall. The Principal will work with the IT vendor to ensure that proper Internet restrictions are in place. The School will comply with all state regulations and county codes. The facility will be equipped with an anti-theft and fire alarm system which will be tested regularly to meet required educational building codes. The Board will acquire security cameras if financially feasible. All school visitors will be required to report to the front office before entering the campus and provide identification.

The school will inventory procured items to monitor all property. The principal and Academics will work together to put in place an efficient inventory system. The school will have facility insurance that will cover property and facility damage and/or theft.

As part of the employment application process, all faculty and staff will be subject to criminal

history checks. Volunteers approved to work with students on a consistent basis will be subject to criminal history checks and be supervised by school employees.

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

KA will have a kitchen area equipped with sinks, refrigerators and heating ovens. KA will obtain a health inspection and permit from the Department of Health-Sanitation Branch.

KA will issue an RFP and identify a qualified food service provider by July 2017.

D. Student Recruitment, Admission, and Enrollment

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

The KA student recruitment and marketing plan will include:

- Repeated direct mail to all families with children ages 3-11 residing from the North Shore to Aiea.
 - Regular Parent Interest Meetings will be held through the opening of the school
 - Social media (Twitter, Instagram, Facebook) announcements and posts
 - A series of email campaigns
 - The KA website will contain announcements, updates, and a vehicle for families to indicate interest and provide their contact information
 - Posters will be placed in conspicuous areas such as the local grocery store bulletin boards, libraries, convenience stores, church bulletin boards, and restaurants.
 - Presentations to local civic organizations and leaders.
2. If applicable, the identification and description of any enrollment preferences that the proposed school would request that are in compliance with federal and state law and any Commission policies or guidelines, including a reasonable justification for the enrollment preference request.

KA will request that children of faculty and staff, any board member, and siblings of children already admitted to KA will be exempt from any lottery.

3. An admission and enrollment policy, provided as **Attachment Y (no page limit)**, that complies with applicable laws and any Commission policies or guidelines, ensures the proposed school will be open to all eligible students, and includes:

- a. A reasonable timeline and comprehensive plan for the application period, including admission and enrollment deadlines and procedures and an explanation of how the school will receive and process applications;
- b. A reasonable timeline and comprehensive plan for student recruitment or engagement and enrollment;
- c. Effective procedures for lotteries, waiting lists, withdrawals, re-enrollment, and transfers in accordance with state and Commission requirements; and
- d. Descriptions of reasonable pre-admission activities for students and parents or guardians, including an explanation of the purpose of such activities.

The KA Admission and Enrollment Policy is provided as **Attachment Y**.

E. Parent Involvement and Community Outreach

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

Our philosophy is that parents and the community are integral parts of KA. To assess and build parent and community interest we have

- Mailed 12,000 postcards to families with children ages 3-11 residing in Wahiawa, Mililani, Schofield and Wheeler
- Parent Interest Meetings were held on 12/15/15 and 2/9/16
- Social media (Twitter, Instagram, Facebook) announcements and posts have been going out for the last year
- Email updates have been sent out for the last two months
- The KA website has been regularly updated with news about KA and families have been using it to indicate interest and provide their contact information
- Posters/brochures have been placed in conspicuous areas such as the local grocery store bulletin boards, libraries, convenience stores, church bulletin boards, and restaurants.
- Presentations have been made to local civic organizations and leaders over the last several months.

KA has received interest from more than 14 teachers and from the parents of more than 80 children. Many local organizations have expressed strong support for KA. In addition, two state legislators have expressed great interest in having KA in their community.

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

The KA parent engagement plan will include: regular meetings between parents and school

leadership, parent workshops, student-parent activities, volunteer opportunities, membership on the Advisory Board, committee membership, parent feedback surveys, and participation in school events.

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

Please see responses to III. D. 1. and III. E. 1. and III. E. 2.

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

Built partnerships and garnered support from UH Manoa College of Education, Hawaii Arts Alliance, Honolulu Theater for Youth, Hawaii Fashion Ed, Waikiki Hawaiian Civic Club, Honolulu Arts Museum, The Mana'olana Foundation, and Pacific American Foundation. Each of the details regarding what and how each supporter will partner with us and what we will provide them is described **Attachment Z**.

Kamalani has recently presented to several state Legislators, the Wahiawa Neighborhood Board, the Lion's Club, Rotary Club, and the Wahiawa Minister's Group.

We have letters of support from: Rep. Marcus Oshiro, Senator Donovan Delacruz, Wahiawa Lion's Club, Wahiawa Minister's Group, Wahiawa-Waiialua Rotary Club, Our Lady of Sorrows Parish - Pastor Richard McNally.

F. Nonprofit Involvement

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

Not applicable because the proposed school does not have an associated nonprofit organization.

2. A list of all current and identified nonprofit board members that is in compliance with the State Ethics Code and their intended roles and a description demonstrating that the nonprofit board members have the necessary experience and qualifications relevant to the above means of supporting the proposed school. If none of the current nonprofit board

members have the requisite experience or capacity, the description must explain a comprehensive plan to identify and recruit individuals with the necessary experience and capacity.

Not applicable because the proposed school does not have an associated nonprofit organization.

G. Geographic Location and Facilities

1. Geographic Location.

- a.** A description, with reasonable specificity, of the geographic location of the proposed school's facility, including the DOE complex area(s) in which the proposed school will be located.

The School will be located within the facility previously occupied by the Our Lady of Sorrows School, 1403-A California Avenue, Wahiawa, HI 96786.

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

It is KA's desire to place its school in an area where students can benefit from its arts integration, Hawaiian cultural foundation. As shown in the table responding to I.A.3 there are many elementary schools in the Wahiawa area that have performed below state averages on the SBAC Math and ELA tests. The SBAC results in Middle School, particularly Wahiawa Middle School, are well below state and national averages. There are many economically disadvantaged students and KA wishes to provide their families a quality, tuition-free education. Wahiawa was also selected because of the special role it plays in Hawaiian culture. Wahiawa is the *piko*, or center, of the island from which everything flows.

2. Facilities.

- a.** If the proposed school has not obtained a facility, a comprehensive, reasonable, and sound plan and timeline for identifying, securing, renovating, and financing a facility—including identification any brokers or consultants the applicant is employing—that will be in compliance with applicable building codes and meet the requirements of the Academic Plan, including the needs of the anticipated student population. The plan must briefly describe possible facilities within the geographic area in Criterion III.G.1, including addresses, square footage, square footage rent, amenities, previous use, and a general assessment of what needs to be done to bring each possible facility into compliance. If the proposed school has a *virtual or blended learning program*, or relies heavily on technology, the description must adequately explain how each possible facility will support the proposed technology model, including electrical capacity and access to sufficient network capacity.

KA has chosen a facility located at 1403 California Ave, Wahiawa. CBRE identified the building, which was previously a private K-8 school. The owner of the site, Our Lady of Sorrows church (OLS,) has expressed interest in leasing their facility for use by KA (Letter of support in **Attachment HH**).

Planning consultant PBR Hawaii is currently working to acquire a Conditional Use Permit (CUP) for the site. Turner-Agassi Charter School Facility Fund (TACSFF) (Letter of commitment in **Attachment HH**) will provide the financing for the site. When KA receives its charter approval in August of 2016, TACSFF will immediately enter into a lease agreement with OLS. KA will lease the facility from TACSFF.

Architect Mike Muromoto of Design Partners visited the site to see what improvements will be necessary. TACSFF will work with Design Partners and the chosen contractor (TBD) to create a facility improvements budget. After TACSFF enters into a lease, the contractor will begin renovations. The school will be ready for use by July, 2017.

The identified site is approximately 14,500 square feet. It includes 10 classrooms, one office area, one small kitchen area, and four bathrooms (two boys, two girls). Each classroom is approximately 1,200 sq. feet. The site contains a large grass field and a blacktop surface area with basketball courts and hoops. Improvements to be made include: new roof, exterior/interior paint, new carpet, new light fixtures, ADA compliant lift, railing repairs and electrical repairs.

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

In year 3 (300 students), the school will obtain proper permitting for the installation of 2 portable classrooms.

H. Start-Up Period

1. A comprehensive, reasonable, and sound management plan for the start-up period, provided as **Attachment BB (no page limit)**, that aligns with the Academic, Organizational, and Financial Plans (including the start-up year (Year 0) budget in the Financial Plan Workbook). The management plan must detail the start-up plan for the proposed school, including specific tasks, timelines, milestones, and responsible individuals for each of the following areas:
 - a. Plans to obtain financing for the proposed school's facility, highlighting the alignment of the financing plan with the timing of obtaining and renovating the facility, as described in Criterion III.G.2;
 - b. Plans to fund the start-up period, including all plans for fundraising and grant writing and a description of any specific fundraising opportunities and grants the applicant has identified;
 - c. Plans to market the proposed school to the school's anticipated student population and develop partnerships with other charter schools, DOE schools, and private schools to identify possible students and achieve the proposed school's projected enrollment, including any other ways the applicant plans to achieve its projected enrollment;

- d. Plans to hire teachers, administrative staff, and support staff during the start-up period, if any, incorporating the timelines for hiring teachers, described in [Criteria II.E.4](#), and delivering the professional development, described in [Criteria II.E.2](#);
- e. Plans to identify, recruit, select, and add or replace new governing board members that align with the recruitment plan described in [Criterion III.A.5.d](#), the governing board transition plan described in [Criterion III.A.5.e](#), and any governing board training described in [Criterion III.A.8](#), as applicable; and
- f. Any other plans for activities that will need to be completed during the start-up period, such as the selection of curriculum materials, as applicable.

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

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

Leading the pre-opening phase, on a nearly full-time basis, will be Martha Evans (Principal,) Steve Davidson, and Ku`uipo Laumatia.

Principal Evans' responsibility will be to implement the academic components of the start-up plan, including recruiting and training new staff. She will, also, speak at open houses and community events. Principal Evans will not be paid a salary until the school receives state per pupil revenue.

Steve Davidson and Ku`uipo Laumatia will oversee the implementation of the organizational and financial components of the start-up plan.

I. Conversion Charter School Additional Organizational Information

Not Applicable. The proposed school is not a conversion charter school.

IV. Financial Plan

A. Financial Oversight and Management

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

The Governing Board will oversee all aspects of the fiscal management of the school. The auditors, accountants and Service Provider retained by the Board will provide financial planning, financial statements and accounting reports to ensure compliance with state and federal reporting guidelines.

Under the supervision of the Board's treasurer, and in conjunction with the School's audit firm, Academica will be responsible for the school's bookkeeping, financial reporting, and financial liability. Academica will perform monthly bank statement reconciliations to ensure proper accounting of all funds. Also, a budget versus actual report showing variances in income/expenses will be provided at all board meetings for the Board's review. In conjunction with the School Principal, budgets will be reviewed and monitored for planned and/or unforeseen expenditures. There will be a dual signature policy for checks exceeding \$2,500, as well as Board Chair signature on any check above \$25,000. Purchase orders will be required for all purchases with the Principal's signature serving as proper authorization.

Academica will provide training as well as assistance to the School's Office Manager and/or Treasurer in the matters of bookkeeping and payroll. Payroll will be outsourced to a licensed payroll company for proper compliance regarding Federal/State deductions as well as payment on benefits.

The Principal of the school will supervise the daily cash collections at the school. KA will follow generally accepted accounting principles. The Governing Board will ensure completion of the annual audit of the financial and programmatic operations of the school. There will be strict adherence to the designated use of restricted and temporarily restricted funds. There will be timely draw down of funds, report generation and filing. All parties will be held accountable for the results of the external audit. Exceptions noted by the external auditor will be reported to the Governing Board and will be considered during the annual review of performance of the Principal and contractors.

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

The Governing Board will oversee all aspects of the fiscal management of the school. Under the supervision of the Governing Board, Board Treasurer, and in conjunction with KA's audit firm,

Academica will be responsible for the school's bookkeeping and financial reporting. The Principal will supervise the daily cash collections at the school, monitor the school budget, and sign purchase orders. The Board Chair will sign any check above \$25,000. The Governing Board will ensure completion of the annual audit of the financial and programmatic operations of the school. The Governing Board will use the information received from the annual audit to assess the performance of the School, the Principal, and all other parties involved in providing services to the school.

3. A description of sound criteria and procedures for selecting vendors or contractors for any administrative services, such as business services, payroll, and auditing services, including reasonable anticipated costs that are reflected in the Financial Plan Workbook.

The procedure for selecting vendors and contractors will involve creating and distributing an RFP. When responses to the RFP are received, selection will be done based on such criteria as cost, adherence to requirements, vendor reputation, timeliness, and quality.

Anticipated costs:

Audit \$12,000, Food services \$3,000, Doral affiliation \$6,237, IT \$11,000, Attorney \$7,000, Payroll \$5,760, Service Provider \$60,600

B. Operating Budget

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

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

2. Budget Narrative. A detailed budget narrative that clearly explains reasonable, well-supported cost assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative must specifically address the degree to which the school budget will rely on variable income (especially for grants, donations, and fundraising) and must include the following:
 - a. A description indicating the amount and sources of funds, property, or other resources expected to be available not only via per-pupil funding but also through corporations, foundations, grants, donations, and any other potential funding sources. The description must note which are secured and which are anticipated; explain evidence of commitment, and provide such evidence as **Attachment GG (no page limit)**, for any funds on which the proposed school's core operation depends (*e.g.*, grant award letters, MOUs); and describe any restrictions on any of the aforementioned funds.
 - b. A sound contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including contingencies for scenarios where the official enrollment of the proposed school is substantially lower than projected and/or anticipated variable income is not received. The contingency plan must also include a Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening.
 - c. If the proposed school has a *virtual or blended learning program*, a clear and comprehensive description of the necessary costs for delivery of such program,

including costs associated with hardware, software, peripheral needs (cases, headphones, chargers, etc.), storage, and network infrastructure needs, as applicable.

a. Revenue Assumptions:

Functional Category: Grants/State Per Pupil (Line 1): KA's Financial Workbook (**Attachment FF**) illustrates the anticipated State Per Pupil Revenue to be \$6,500 for 2017-2018 school year. To be conservative, KA budgeted State Per Pupil revenue @ 95% or a 5% contingency. In Year 1, KA budgeted \$1,247,350 in State Per Pupil Revenue for 202 students. For Years 2 & 3 KA kept projected State Per Pupil Revenues at \$6,500 per pupil. Additionally KA, to be conservative, budgeted at 95% State Per Pupil Revenue or a 5% contingency.

KA expects to apply for additional funding from sources that are reliable, but unsecured at this time, including: Title 1 funds, Title 2 & 3 Funds.

Functional Category: Contributions, Cash (Line 9): KA will receive a \$25,000 contribution from Academica Inc. to help with start-up and marketing costs before its first year of operation.

Additional Sources of Revenue: KA, in the creation of its budget, did not want to input assumptions that relied on unsecured funds. As such, the budget includes only State Per Pupil funds and a \$25,000 donation from Academica Inc. during the start-up phase.

Expense Assumptions:

Functional Categories: Textbooks, Instructional Supplies, Instructional Technology, Instructional Software and Furniture and Equipment (Line 261, 266, 264, 268 & 450): KA Academy assumes it will cost approximately \$900 per student to outfit the campus with Furniture, Fixtures, Technology and Curriculum (FFTC). The school assumes that it will be able to secure a 5.0% interest lease rate over 4 years with a purchase option at the end of the fourth year. KA's lease structure will be similar to that used by Doral Academy of Nevada. KA's contracted service provider, Academica, has relationships with Zion's National Bank and GE Capital, among many other lending institutions. It is assumed that the lease expense will increase by approximately 27% (student population increase) in the second year and 20% (student population increase) in the third year of operation. Of the \$900 per student KA expects to spend, 40% (\$72,720) will be for Textbooks & Related Materials, 40% or (\$72,720) for Furniture & Equipment and 20% (\$36,360) for Technology. This will allow the school to be fully equipped with books, chairs, desks, and technology. The School budgeted \$10,000 for general supplies to pay for paper, pencils and other necessary general supplies. The School also budgeted \$5,000 for instructional software to pay for software rights and licenses. The School's budget for these expenses increased by the student population in year two (27%) and year three (20%).

Functional Categories: Clerical, Principal, Classroom Teachers, Specialist Teachers, Prof. Development Staff and Counselor (Line 181, 211, 221, 222, 241, 251, 310): In year one of operation, KA budgeted:

- \$130,000 for a Principal;

- \$55,000 for an Arts Integration Curriculum Specialist;
- \$400,000 for 8 Classroom teachers (an average salary of \$50,000);
- \$100,000 for two Specialist Teachers (an average salary of \$50,000);
- \$45,000 for an Office Manager;
- \$20,000 for a Paraprofessional/Teacher's Aide
- \$25,000 for a Day Porter/Security (AKA School Operations Support Staff Member)

In Year two: A Receptionist (\$20,000) and two additional core teachers will be added. KA assumed annual salary increases for teachers of 3% per year and 1.5% per year for administration.

Functional Category: Contracted Services (Line 132): Academica's (ESP) service fee is \$450 per pupil per year. Academica's contract with KA Academy will allow for a reduction in the fee if financially necessary. In the school's first year of operation, Academica's reduced fee is \$300 per student, totaling \$60,600 assuming enrollment of 202 students. In the school's second year of operation, if per pupil funding does not increase from \$6,500, Academica's reduced fee will be \$300 per student. The School's second year budget assumes a management fee of \$300 per pupil with 254 students totaling \$76,200. In the School's third year of operation, if per pupil funding does not increase from \$6,500, Academica's reduced fee will be \$400 per student. The School's third year budget assumes a management fee of \$400 per pupil with 306 students totaling \$122,400.

KA will be responsible for identifying an independent accounting firm to provide its annual audit. KA will submit its final audit report to the Charter School Commission no later than November 15th of the subsequent year. KA budgeted \$12,000 for an audit of its first year. The audit for year one will be expensed in the subsequent year because it will not occur until after the end of the fiscal year or June 30th.

Functional Category: Contracted Services (Line 242): The affiliation fee to Doral Academy Inc. is 1% of KA Academy's annual state per pupil revenue. KA Academy will use the 1% fee to receive professional development and best practices training from Doral Academy Inc. principals and faculty, travel to out-of-state trainings and meetings, etc. The affiliation agreement will provide accreditation, and KA Academy will participate in Doral Academy Inc.'s accreditation renewal process. Doral Academy Inc. will reduce their affiliation fee to 0.5% in year 1 to help with the School's financial viability.

Functional Category: Contracted Services (Line 142, 152 & 162): The School budgeted \$5,760 or \$240 per employee per year to acquire the services of a payroll company to process the School's employee payroll and provide human resource support. The School also budgeted \$7,000 to retain the services of an attorney or law firm for specific legal services (legal fees will increase if additional services are requested). The School will budget \$11,000 for contracted Technology (IT) Services. The IT services will include: server, firewall and network setup/maintenance.

In years two and three, the KA assumes the cost of accounting/auditing and legal services will not increase significantly. The School assumes that the cost of Payroll and IT Services will increase incrementally by the student population in year two (27%) and year three (20%).

Functional Categories: Travel & Food Service Program (Line 244 & 350): KA assumes it will need to budget \$6,500 for travel, professional development, and other expenses. The School assumes it will need to budget \$3,000 for its food services program. The School may use the budgeted food service program funds to provide lunch for students who are unable to bring or purchase a lunch. The School increased the cost of food service and travel/professional development for the subsequent years.

Functional Category: Substitute Teachers (Line 370): KA will budget \$15,000 for substitute teachers. This line item assumes that 8 classroom teachers and 2 specialist teachers will each take 10 sick leave days with a \$150 daily substitute teacher cost. The School assumes that the cost of substitute teachers will incrementally increase by the increase in the number of teachers in years 2 & 3.

Functional Category: Utilities, Maintenance of Building and Custodial Supplies (Line 415, 420 & 455): The School will budget in year one, \$45,000 for electricity, sewer and waste based upon schools of similar size. The School assumes it will cost approximately \$35,000 to maintain the building and grounds. This includes \$21,500 for contracted janitorial services, \$6,000 for lawn service, and \$7,000 for unexpected facility repairs.

Functional Category: Networking/Telecommunications and Rental/Lease of Equipment (Line 430 and 445): The School will budget \$3,000 for phone and Internet networks and \$8,500 for a copier lease. The School assumes that phone and Internet networks costs will not significantly increase over a three-year period. The School assumes that the copier lease will increase incrementally by the student population growth in year two (27%) and year three (20%).

Functional Category: Insurance (Line 570): The School will budget \$10,000 for directors and officers insurance for the Governing Board and \$10,000 for facility insurance. The School assumes that insurance costs will increase approximately 10% each year.

Functional Category: Rental/Lease of Buildings & Grounds (Line 440): The school has identified a primary facility in Wahiawa that is approximately 12,000 sq. feet. KA has begun negotiations with the facility owner. The facility previously housed a private school but now is only renting one room to a Pre-K. Due to the lack of prospective tenants, KA expects that it will be able to contract the property for \$162,155 in year 1. This would equate to \$17.6 per sq. foot. KA expects to enter into a triple net lease. KA expects that the lease will have a standard annual escalator of approximately 3% per year.

In year 3, KA will need to acquire 2 portable classrooms to house the addition of 52 students. KA has budgeted \$30,000 for the lease of 2 portable classrooms.

KA's affiliated school system Doral Academy Inc. has used the Turner-Agassi Charter School Facility Fund (TACSFF) to fund three of their facilities. Respectively TACSFF has invested approximately \$50 million to build Doral Academy of Nevada's four campuses. Please see the letter of interest from TACSFF regarding the acquisition of a facility for KA Academy.

b. Contingency Budget:

The contingency plan shows that, given a scenario where KA's anticipated enrollment comes in 15% lower than expected, KA will still be able to meet all of its obligations while providing a top tier education for its students. The year-end cash balance for KA, should anticipated enrollment come in 15% below target, is calculated to be \$15,694.

Revenue Assumptions:

KA assumed a 15% loss in their projected year one enrollment plan for the contingency budget. In assuming a 15% loss in students, KA would go from 202 students to 172 students. Assuming state per pupil revenues will be \$6,500 per pupil, this is a \$195,000 change in anticipated revenues. KA did not rely upon any other forms of revenue in budgeted year one.

Expense Assumptions:

Functional Category: Contracted Services (Line 132 & 242)

Academica (ESP) has always been willing to work with their schools to help them in times of financial hardship. If KA were to experience a 15% loss in anticipated enrollment, Academica would waive their fee. Academica has done this in similar situations such as experienced by Mater Academy of Nevada in 2014. This is a difference of \$60,600 from the year one budget with full enrollment.

Doral Academy Inc. will waive their affiliation fee in year one should KA experience a drop in anticipated revenues. This is a difference of \$6,236 from the year one budget with full enrollment.

Functional Category: Salaries (Line 232 & 241)

With a significant drop in revenues the school will likely have to make changes to its proposed staffing plan. Within the 'Contingency Budget,' the TA position was removed and the Arts Integration Curriculum Specialist was moved to half time for a total savings of \$47,500. The Principal, Board and ESP would be consulted in making personnel decisions that would reduce the size of the school staff.

Functional Category: Travel/Prof. Development, General Supplies, Rental Equip. (Line 244, 264 & 445)

KA, in its contingency budget, lowered Travel/Professional development from \$6,500 to \$3,000. KA would need to identify additional sources of funding outside of the State Per Pupil Revenue to support their professional development budget. The contingency budget also includes a combined reduction in General Supplies and Copier expenses by \$4,500. This would mean that the school would rely more heavily on paper drives and donations from involved parents.

Contingency Plan Summary:

KA understands the importance of managing public dollars and will do everything within its power to create a financially stable environment for the school. Should anticipated revenues come in lower than expected, KA will make budget revisions with input from the school principal, school community, and Academica. The contingency plan described above includes the same anticipated expenses from the Year 1 financial workbook budget except for those identified as being changed. This contingency plan described results in a \$15,694 year-end budget balance.

- c. This section is Not Applicable. The proposed school will not have a virtual or blended learning program.

V. Applicant Capacity

A. Academic Plan Capacity

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

- a. Clearly identifies the key members of the applicant's academic team that will play a substantial role in the successful implementation of the Academic Plan, including current or proposed governing board members, school leadership or management, and any essential partners who will play an important ongoing role in the proposed school's development and operation; and
- b. Describes the academic team's individual and collective qualifications for implementing the proposed school's Academic Plan successfully, including sufficient capacity in areas such as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent or guardian and community engagement.

a. Members of the Academic Team include Governing Board members Rae Takemoto, Dr. VerlieAnn Malina-Wright, Dr. Patrick Macy (whose qualifications and experience are set forth in section III.A.5.a-b and **Attachment U**), Principal Martha Evans (whose qualifications and experience are set forth in section V.A.4 and **Attachment II**) and Advisory Board Members Dr. Jaime Simpson Steele, Albert Nahale-a, Evan Anderson, Lei Ahsing (whose qualifications and experience are set forth in **Attachment W**).

b. Dr. Macy, as a former Teacher, Principal, and School District Superintendent has experience in school leadership, governance, administration and performance management. Rae Takemoto is currently the Director for The President's Arts Turnaround Program in Hawaii and is the former Arts Integration Curriculum Specialist at Pomaikai'I Elementary School. She has extensive experience in curriculum development, instruction, and assessment. Dr. VerlieAnn Malina-Wright is a nationally and internationally known expert in educational administration and indigenous cultures. She has experience in educational leadership, administration, assessment, performance management and governance. Dr. Jamie Simpson-Steele is an Assistant Professor at the University of Hawaii and former teacher. Her experience is in instruction, assessment, parent engagement, and arts integration outcome research. Albert Nahale-a is an educator at Kamehameha Schools and former Principal at Laupahoehoe Community Public Charter School. He has experience with leadership, administration, and parent and community engagement. Evan Anderson currently works as the Arts Integration Coach at Voyager Charter School and has experience with instruction, leadership, and curriculum. Lei Ahsing is currently the Education Director for Hawaii Arts Alliance and has experience with curriculum, leadership, administration, and community engagement.

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

KA’s closest tie to the Wahiawa community is its Board Chair, Ku`uipo Laumatia. She lives in Wahiawa and her school age children attend area schools. She has been able to communicate to the academic team what life is like in Wahiawa, from the perspective of a long-time resident. Principal Evans knows intimately rural communities like Wahiawa from having lived on Lana`i for 35 years. Oahu, being a small island, all members of the academic team know Wahiawa. They know it as a unique blend of old-time plantation values and work ethics, military influences, and small businesses. Everyone is aware of the fluctuation in population due to deployments and reassignment of military personnel and the impact on the community and its businesses. Their understanding of the history, culture, and diversity of the community will aid them greatly in working with the students and families of Wahiawa.

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

KA’s essential partners are Academica Nevada, Doral Academy, Turner-Agassi Charter School Facilities Foundation and Our Lady of Sorrows parish.

Academica Nevada, a national charter school management company, will provide business support services to KA, freeing up the Principal to focus on the students, teachers, parents, and the academic plan. Academica will assist the Board with: creating budgets and financial forecasts, monitoring and assuring compliance, locating and securing a facility, maintaining financial records, providing human resource services, coordinating board meetings, ensuring regulatory compliance, and many other services. Academica’s proposed agreement is found in **Attachment Q** and Letter of Support is provided in **Attachment HH**.

Turner-Agassi Charter School Facilities Foundation (TACSFF), a facilities development company, will provide facility financing and related services to KA. TACSFF has numerous sources of development funds available for quality school facilities and has previously funded many school sites with Academica and Doral Academy. A Letter of Commitment is provided in **Attachment HH**.

Our Lady of Sorrows (OLS), the Catholic parish where the school site is located, will provide a lease for the facility. Their Letter of Intent is provided in **Attachment HH**.

Doral Academy, a highly successful arts integration charter school network, will provide the following affiliation services: use of all programs, curricula, partnerships, best practices, training, accreditation, and professional development. The Doral Letter of Commitment can be found in **Attachment HH**.

These essential partners will each have clearly delineated roles and responsibilities in their respective contracts enabling the KA Board, Leadership Team, Faculty and Staff to meet the vision and mission of the school. Their willingness to work with KA and provide their expertise and assets to our newly developing school will provide benefits such as economies of scale, cost savings, available resources, and procurement and leasing options that would otherwise be nearly impossible to attain.

4. School Director.

If the school director is known, a description that:

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

a. The Principal of Kamalani Academy will be Mrs. Martha Evans.

b. Please see **Attachment II**.

c. Mrs. Evans has served in numerous academic and organizational leadership roles throughout her career. As a teacher at the island of Lanai's only school, Mrs. Evans taught students in grades 4 through 6. In addition to serving as department chair for both the upper elementary grades and Social Studies, she was also active in the Hawaii State Teachers Association (HSTA Lana'i Chapter Chair, standing committee member, as well as state and national convention delegate). Mrs. Evans represented teachers on the School Community Based Council for several years. She chaired the Lana'i Island Native Hawaiian Education Council and was a member of the State of Hawai'i Native Hawaiian Education Council (whose purpose it is to advise the Federal Government on issues of education as related to the Native Hawaiian Education Act, NHEA, enacted by Congress to meet the educational needs of Native Hawaiians).

As the school level resource teacher, Mrs. Evans was responsible for designing, coordinating, and delivering professional development opportunities for both the school faculty and staff and the community-at-large. In the mid-1990's, thanks to a generous grant from Mrs. Maria Murdock, Mrs. Evans was trained and certified as one of only seven Reading Recovery teachers in the State of Hawai'i. Mrs. Evans coordinated a number of Space Conferences for Lana'i High and Elementary School in conjunction with Art Kimura and the Hawaii Space Grant Consortium. She was also responsible for planning, coordinating, fund-raising, and leading the sixth grade

Hawai`i Island trip for over thirty years. Given the size and the socio-economic status of the community, this was a huge undertaking that always garnered an unbelievable amount of support.

Beginning in December of 1999, through May of 2010, Mrs. Evans served as the vice principal of Lana`i High & Elementary School. As such, she was responsible for teacher supervision, professional development, assessment and testing, accreditation, etc.

Mrs. Evans' community activities included serving on and chairing the Na Pua No`eau (Center for Gifted and Talented Native Hawaiian Children) Island Advisory Council; chairing the Sacred Hearts Parish Pastoral Council and the Lana`i Archaeological Council. She also served as the President of Lanaians for Sensible Growth and was a founding member and chair of the Lana`i Culture and Heritage Center.

After retiring from the Hawaii State Department of Education in 2010, Mrs. Evans relocated to the island of O`ahu. She was employed at Saint Louis School, the only all male private school in the state. Her time at Saint Louis was spent in numerous capacities that allowed her to make the most of past experience and success. As the curriculum coordinator, she developed and implemented an assessment plan to systematically track student progress. She facilitated a review of curriculum and together with the administration and faculty introduced numerous curricular improvements. The adoption of the College Board's SpringBoard program in English Language Arts and Mathematics assured alignment with the Common Core State Standards. In 2012 she was named Vice Principal of Academics. In addition to her responsibilities as Vice Principal, she also introduced online course offerings for both credit advancement and recovery. She served as Saint Louis Principal from January through June 2014. From June 2014 through July 2015, Mrs. Evans was responsible for revising and revitalizing the school's scholarship and grants program. Her previous experience in grant writing and management allowed her to procure several grants for the school.

Mrs. Evans is currently employed at McKinley Community School for Adults (Hawaii State Department of Education). As the part-time curriculum coordinator she is responsible for reviewing, assessing, and delivering professional development opportunities to meet the needs of teachers and students in the English Language Acquisition program.

Mrs. Evans' experience over the years in various school level and community level capacities has prepared her well to design, launch, and lead the proposed school in achieving its mission and effectively serving the anticipated student population. Her academic background and passion for education ensure that she will implement the Academic Plan effectively and efficiently.

d. The recruiting strategy for the KA Principal primarily involved networking. Members of the Board were tasked with seeking out qualified candidates. The primary criteria for selection were a demonstrated history of success at: classroom teaching, curriculum design, educational leadership, administrative leadership, communicating with students and parents, and community involvement. Mrs. Evan was first interviewed by several KA Board and Academica team members. Following that, she was interviewed by Board Chair Laumatia and the CEO of

Academica. Next was an interview with the Principal of Doral Academy. The last interview was with the KA Founding Board. Finally, the candidate's references were thoroughly checked.

5. Management Team. A description of the positions that will make up the proposed school's leadership or management team beyond the school director, if any, including appropriate responsibilities and qualifications for such positions. The description must:

b. If not known, provide sound job descriptions or qualifications and criteria that will be used to select these positions, as **Attachment LL (no page limit)**, as well as describe a sound timeline, recruiting, and selection process for recruiting and hiring these individuals

Beyond the school principal, the remaining member of the KA leadership team will be an Arts Integration Curriculum Specialist. Please see **Attachment LL** for this position's job description. Hiring will be completed by 12/16. Due to the specialized nature of this position, recruiting will be done primarily through networking within the arts integration community. Several members of the Governing and Advisory Boards are well connected within this community.

B. Organizational Plan Capacity

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

- a. Clearly identifies the key members of the applicant's organization team that will play a substantial role in the successful implementation of the Organizational Plan, including current or proposed governing board members, school leadership or management, and any essential partners who will play an important ongoing role in the Organizational Plan; and
- b. Describes the organization team's individual and collective qualifications for implementing the proposed school's Organizational Plan successfully, including sufficient capacity in areas such as staffing, professional development, performance management, general operations, facilities acquisition, development (such as build-out or renovations), and management.

a. The members of the Governing Board who will play a substantial role are Steve Davidson, Jarrett Macanas, and Ku'uipo Laumatia. Principal Evans and her Arts Integration Curriculum Specialist will be important, as well. The two resident staff of Academica Hawaii, Bob Howell and Ryan Reeves of Academica Nevada, and Turner-Agassi will support them.

b. The capacity of the organization team member qualifications has been detailed in III.A.5 a-b and in **Attachment U**.

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

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

See V.A.3. and **Attachment HH**.

C. Financial Management Capacity

1. Evidence that the key members of the proposed school’s financial team have the collective qualifications and capacity (which may include, but is not limited to, documented and relevant credentials and experience reflected in the resumes of all members and an understanding, as demonstrated by the application responses, of challenges, issues, and requirements associated with running a *high-quality charter school*) to implement the school’s Financial Plan successfully. The evidence must include a description that:
 - a. Clearly identifies the key members of the applicant’s financial team that will play a substantial role in the successful implementation of the Financial Plan, including current or proposed governing board members, school leadership or management, and any essential partners who will play an important ongoing role in the proposed school’s Financial Plan; and
 - b. Describes the financial team’s individual and collective qualifications for implementing the proposed school’s Financial Plan successfully, including sufficient capacity in areas such as financial management, fundraising and development, accounting, and internal controls.
 - a. The members of the Governing Board who will play a substantial role are Steve Davidson and Mark Kohler. The two resident staff of Academica Hawaii and Bob Howell and Ryan Reeves of Academica Nevada will support them.
 - b. The capacity of the financial team member qualifications has been detailed in III.A.5 a-b and in **Attachment U**.
2. A description that identifies any organizations, agencies, or consultants that are essential partners in planning, establishing, or implementing the proposed school’s Financial Plan; explains the current and planned roles of such partners and any resources they have contributed or plan to contribute to the proposed school’s development of its Financial Plan; and includes evidence of support, included in **Attachment HH** (as referenced in [Criterion V.A.3](#)), from such essential partners demonstrating these partners are committed to planning, establishing, and/or implementing the Financial Plan.

See V.A.3. and **Attachment HH**.

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