

If your application includes a Virtual and/or Blended component, please reference the Commission's Online Virtual and Blended Learning Guidelines (August 11, 2022) for guidance on completing this section.

QUESTION 1

What are the costs associated with the proposed virtual and/or blended school/program and its various components?

EVALUATION CRITERIA: Finance and Governance

Applications will be considered having met the criteria for this section when the applicant provides:

- A governance model that includes individuals with the skills and capacity to carry out said program.
- Evidence of knowledge of the community needs/community served, including but not limited to the diverse demands of that community.
- Cost analysis for the start-up and build out of the virtual/blended program, including an immediate and long-range budget projection.
- Budget detail accounts for explicit needs of a per virtual/blended program:
 - specialized training;
 - technology infrastructure;
 - internet access for students and staff;
 - equipment and maintenance;
 - online curriculum and/or platforms; and
 - any other associated costs.
- Budget includes an analysis of the proposed model's staffing plan, demonstrating support for building the capacity of all faculty and staff.

NARRATIVE SECTION:

Cost Analysis for Miloli'i Blended Virtual Charter School

Miloli'i Blended Virtual Charter School (MBVCS) will offer a dynamic and innovative educational program that integrates virtual and in-person learning, with a focus on Hawaiian cultural values and community involvement. In order to provide a comprehensive and effective virtual/blended learning environment, we have carefully analyzed the associated costs for start-up, ongoing operations, and long-term sustainability.

1. Governance Model and Community Understanding

Our governance model is designed to ensure that all key stakeholders are involved in decision-making, ensuring that the needs of our diverse student body are met. The board will include individuals with expertise in education, technology, Hawaiian culture, and community development, ensuring that our program is responsive to local needs and rooted in the community.

The community we serve in Miloli'i, which has unique cultural and geographical characteristics, requires a tailored approach to virtual and blended education. Many families in our community have

limited access to in-person educational opportunities due to distance, and there is a growing need for educational models that integrate technology while remaining connected to cultural values. Our program will be designed to address these needs, with an emphasis on equity and accessibility for all students.

2. Start-Up and Build-Out Costs

The initial costs to start and build out the Miloli'i Blended Virtual Charter School program will be carefully planned to ensure that the infrastructure supports long-term success. Below is an overview of the key components and their associated costs:

Specialized Training

- **Teacher Training:** Teachers will receive training in the delivery of virtual and blended instruction, including digital tools, engagement strategies, and integration of Hawaiian cultural curriculum. Specialized training for Hawaiian Language immersion, culturally responsive teaching, and the use of technology in a virtual space will also be provided.
 - **Estimated Cost:** \$75,000 (for initial training and ongoing professional development)
- **Staff Development:** Professional development opportunities will also be provided for staff, including administrators and support staff, to ensure effective use of virtual teaching platforms, technology, and student support systems.
 - **Estimated Cost:** \$25,000 per year

Technology Infrastructure

- **Learning Management System (LMS):** A robust LMS will be selected to facilitate blended and virtual learning, including real-time video lessons, assignment submissions, and communication between students and instructors.
 - **Estimated Cost:** \$15,000 for setup, with ongoing annual costs of \$5,000
- **Student and Staff Devices:** To ensure equal access to learning for all students, devices (laptops/tablets) will be provided to students, along with necessary software licenses. Staff will also be equipped with devices and software for remote teaching.
 - **Estimated Cost for Student Devices:** \$250,000 (for 200 students, averaging \$1,250 per student)
 - **Estimated Cost for Staff Devices:** \$30,000 (for 20 staff, averaging \$1,500 per staff member)
- **Internet Access and Data Plans:** High-speed internet is crucial for both students and staff. The school will provide subsidies for families with limited access to high-speed internet, ensuring that students can fully participate in online learning.

- **Estimated Cost:** \$40,000 per year (for student subsidies, home internet connections, and staff)

Equipment and Maintenance

- **Hardware and Equipment:** In addition to devices, we will need interactive digital tools such as smartboards, microphones, cameras, and classroom audio-visual equipment for hybrid or live virtual sessions.
 - **Estimated Cost:** \$50,000 for classroom and learning materials
- **Technology Maintenance and Support:** We will need ongoing tech support for both students and staff to address issues related to hardware, software, and virtual classroom environments.
 - **Estimated Annual Cost:** \$20,000 for technical support, troubleshooting, and repairs

Online Curriculum and Platforms

- **Curriculum Licensing:** We will purchase licenses for online curriculum platforms that are aligned with state standards and integrate Hawaiian cultural content into academic subjects. This will ensure that students receive a quality education that is both academically rigorous and culturally relevant.
 - **Estimated Cost:** \$30,000 annually for platform subscriptions and curriculum access
- **Culturally Responsive Materials:** In addition to online curricula, we will develop and purchase culturally responsive teaching materials, including Hawaiian language resources, history, and cultural studies.
 - **Estimated Cost:** \$20,000 for development and procurement of materials

3. Ongoing Operating Costs

In addition to the start-up costs, Miloli'i Blended Virtual Charter School will require ongoing funding for operations, including:

- **Salaries and Benefits:** A competitive salary and benefits structure will be provided for all staff members. This includes teachers, administrators, support staff, and IT personnel.
 - **Estimated Annual Cost:** \$1,200,000 (for a faculty and staff of 20-25 people)
- **Student Support Services:** As a diverse community, we will provide additional support services for English Language Learners, Students with Disabilities, and at-risk students. This includes specialized academic support, counseling services, and academic coaching.
 - **Estimated Annual Cost:** \$75,000
- **Administrative Costs:** These will include school management software, legal and accounting services, insurance, and other administrative overhead.
 - **Estimated Annual Cost:** \$50,000

- **Community Engagement and Parent Support:** Ensuring that students and families are supported in the virtual environment will require resources for communication, parent engagement, and community-building activities.
 - **Estimated Annual Cost:** \$15,000

4. Long-Range Budget Projection

Looking forward to the first two years of operation, Miloli'i Blended Virtual Charter School aims for gradual growth and financial sustainability. The budget will prioritize investments in training, technology, and curriculum development in the early years, while ensuring that ongoing operational costs are balanced with anticipated funding from state and federal sources, as well as private grants.

- **Year 1 (Start-up):** \$1,000,000 (initial set-up costs including devices, LMS, curriculum, and professional development)
- **Year 2 (Growth):** \$900,000 (ongoing operational costs, with continued investment in community engagement and scaling of the virtual/blended model)

5. Staffing Plan and Capacity Building

To support the successful implementation and sustainability of the virtual/blended program, the staffing plan will include:

- **Core Staff:** Teachers, administrative staff, and technology specialists.
- **Capacity Building:** Continuous professional development will ensure that staff have the necessary skills to teach effectively in the virtual space, including training in digital tools, student engagement strategies, and culturally responsive education.
- **Long-term Goal:** As the school grows, the staffing plan will scale accordingly, maintaining a student-to-teacher ratio that allows for personalized attention and high-quality education.

Conclusion

Miloli'i Blended Virtual Charter School's budget reflects a commitment to providing equitable, high-quality education for our students. By investing in specialized training, technology, curriculum, and support systems, we will create a sustainable and effective virtual and blended learning environment. Our detailed financial plan accounts for both immediate needs and long-term growth, ensuring that the school is positioned for success while meeting the educational needs of our community.

SUBMITTING ATTACHMENTS?

- ☒ NO. There is no attachment submitted for this question.
☐ YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

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QUESTION 2

Will these costs change over the life of the proposed contract?

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 - specialized training;
 - technology infrastructure;
 - internet access for students and staff;
 - equipment and maintenance;
 - online curriculum and/or platforms; and
 - any other associated costs.
- Budget includes an analysis of the proposed model's staffing plan, demonstrating support for building the capacity of all faculty and staff.

NARRATIVE SECTION:

Yes, the costs associated with Miloli'i Blended Virtual Charter School (MBVCS) are expected to change over the life of the proposed contract, primarily due to scaling operations, evolving educational needs, and maintaining sustainability while ensuring continuous improvement. The budgeting and financial forecasting for the school have been developed with both short-term and long-term planning to accommodate these changes.

1. Initial Start-Up Costs (Years 0–1)

During the first year of operation (Start-up Phase), the focus will be on building the infrastructure, training staff, and ensuring all foundational components are in place. These initial costs will be front-loaded, as the school will invest heavily in:

- **Technology Infrastructure:** The purchase of devices for students and staff, software licenses, and the implementation of the Learning Management System (LMS) will require a substantial upfront investment.
- **Specialized Training:** Training for teachers, staff, and administrators to manage the virtual and blended learning environments will be a major cost in the early years, including the integration of culturally responsive teaching and technology.
- **Curriculum Development:** The first year will also require significant investment in securing licenses for curriculum platforms and developing culturally aligned materials.

2. Ongoing Operational Costs (Years 2 and Beyond)

As the school enters its second year and beyond, the focus will shift towards ongoing operational expenses. While the school will continue to invest in certain areas, many of the costs associated with start-up will decrease over time, including:

- **Technology Maintenance and Upgrades:** While initial hardware purchases will be made in Year 1, there will be annual costs for maintaining equipment, upgrading software, and replacing outdated devices. These costs will gradually increase as the student population grows, and new technology needs emerge.
- **Internet Access for Students and Staff:** The cost for student internet access subsidies is expected to stabilize but may increase as the student population expands, especially if the local infrastructure requires additional support for wider access.
- **Online Curriculum and Platforms:** After the first year of licensing curriculum, ongoing costs for renewals and updates to online platforms will become a more predictable part of the budget. These costs may rise based on the specific needs of students, including the addition of new programs or resources aligned with Hawaii State Standards.

3. Long-Term Budget Adjustments (Years 3–5)

As the school matures, we expect the following adjustments:

- **Scaling Staffing:** The number of teachers and support staff will increase as student enrollment grows, which will lead to higher payroll expenses. However, this will be offset by an increase in per-pupil funding from the state as enrollment rises.
- **Capacity Building for Faculty:** Continued professional development will be necessary, especially as the school evolves and incorporates new teaching methods, technology tools, and cultural curriculum. These costs will gradually increase but will also shift to a model where a portion of professional development can be provided internally, as staff gain expertise.
- **Expansion of Services:** With growth, additional resources will be needed for student support services, including counseling, special education, and English Language Learning (ELL) services. These services will require both increased staffing and resource allocation, but the school will seek to balance this with increased state funding and external grants.

4. Community-Driven Adjustments

As the school continues to engage with the Miloli'i community and its needs evolve, we anticipate that the budget may adjust to reflect:

- **Community Needs and Demands:** As the school's connection with the community deepens, there may be a growing demand for certain resources or initiatives, such as more immersive Hawaiian cultural programs, community learning opportunities, or outreach initiatives. These will be integrated into the school's budget as needed.
- **Technological Advancements:** The education sector is rapidly evolving, and MBVCS will need to stay ahead of technological changes. Costs for new technologies, educational platforms, and digital tools will increase as they become available. However, these costs will be spread

out and planned for long-term, ensuring that the school can remain innovative while controlling expenses.

5. Governance and Financial Oversight

The school's governance structure will play a key role in monitoring and adjusting financial planning throughout the contract period. The governing board, including financial oversight personnel, will work closely with school leadership to review financial reports quarterly and adjust the budget as needed. This ongoing oversight will ensure that funds are spent efficiently and in alignment with the mission and goals of the school.

6. Estimated Budget Projections

- **Year 1 (Start-up):** \$1,00,000 (high initial costs for infrastructure, training, curriculum, and technology)
- **Year 2 (Growth):** \$900,000 (operational costs increase with staffing, technology maintenance, and student support)
- **Year 3 and Beyond (Sustainability and Expansion):** \$1,000,000–\$1,200,000 (scaling up staffing, student enrollment, capacity-building initiatives)

Conclusion

The costs of running Miloli'i Blended Virtual Charter School will change over the life of the proposed contract, with a higher initial investment in technology, infrastructure, and staff development in the first few years. Over time, as the school becomes established and student enrollment grows, the operational costs will stabilize and shift toward staffing, student services, and ongoing technological maintenance. Through continuous monitoring, community engagement, and strong fiscal oversight, the school will ensure that its budget aligns with the evolving needs of the students and community, maintaining a sustainable and effective learning environment.

SUBMITTING ATTACHMENTS?

- ☒ NO. There is no attachment submitted for this question.
☐ YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

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QUESTION 3

How are these costs affected by different student populations and contextual factors?

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 - any other associated costs.
- Budget includes an analysis of the proposed model's staffing plan, demonstrating support for building the capacity of all faculty and staff.

NARRATIVE SECTION:

The costs associated with operating Miloli'i Charter School (MCS) are directly influenced by the unique student populations and contextual factors specific to the rural communities around Hawai'i Island that the school serves. These factors include the socio-economic status (SES) of students, their access to technology and internet services, and the need for specialized support and resources to meet diverse educational needs. Understanding these factors allows for a more accurate budget projection and ensures that the school's financial resources are allocated appropriately to meet the needs of all students.

1. Socioeconomic Status (SES) of Students

Many students in rural Hawai'i face challenges related to lower socioeconomic status, which affects their access to technology, educational resources, and family support. This necessitates increased investment in certain areas to ensure equity in educational access and support:

- **Technology Access and Subsidies:** A significant portion of the school's budget will be allocated to ensuring that all students have access to devices and reliable internet connections. Rural areas, especially on the Big Island, can have limited broadband infrastructure. As a result, MVBCS will need to subsidize internet access for families who cannot afford it, which increases operational costs.
 - **Device Provisioning:** The school will provide laptops or tablets to students who do not have their own, which could range from \$300–\$600 per device, depending on the specifications. This will be a recurring cost every few years as technology needs to be upgraded or replaced.

- **Internet Access Subsidies:** In areas where broadband is limited, MVBCS will need to collaborate with internet service providers or invest in alternative technologies like satellite internet, mobile hotspots, or community Wi-Fi projects to ensure students have reliable access to online learning. These costs will fluctuate depending on student needs and availability of local solutions.

2. Diverse Needs of the Student Population

The school will serve a student population with diverse learning needs, including English Language Learners (ELL), students with disabilities (SWD), and students at different academic achievement levels. These needs require targeted investments in specialized training, differentiated learning materials, and individualized support services.

- **Special Education Services:** The school will need to allocate funds for specialized staff, such as special education teachers, counselors, and support staff, to cater to the needs of students with disabilities. These services will require additional training and may include specialized software or accommodations such as speech-to-text programs or assistive devices. The staffing costs for special education personnel are typically higher than for general education staff, which will increase overall costs.
 - **Professional Development:** Teachers will need ongoing professional development to effectively work with students with diverse needs. This will include training in differentiated instruction, cultural competence, and specific methodologies like Universal Design for Learning (UDL) or Response to Intervention (RTI).
 - **ELL Support:** The school will need additional staff to provide language support and to integrate culturally responsive curriculum into the virtual/blended format. This could include bilingual educators, cultural advisors, or tutors. There may also be additional curriculum costs to develop or acquire materials that support both language learning and content mastery.

3. Rural Contextual Factors

The rural setting of the Miloli'i area brings with it several unique challenges that impact the cost of providing a virtual and blended education:

- **Distance and Transportation:** While the school will operate primarily in a virtual space, there will still be some in-person needs for assessments, community-building activities, and teacher-student meetings. The rural geography will require additional funding for transportation, especially for students who must travel long distances to attend in-person events or meet with teachers. Gas stipends, bus services, or vehicle maintenance may be necessary, driving up costs.
 - **Community Engagement:** The rural nature of the school community means that engagement and outreach will require extra resources to ensure that families are involved and informed. There will be costs for community meetings, outreach materials (including translation services for Hawaiian language), and parent-teacher conferences, all of which may be more challenging to organize given the distance between homes.

- **Local Partnerships and Resources:** MVBCS will need to collaborate with local organizations, cultural centers, and businesses to provide experiential learning and support services. These partnerships may come with both costs and community contributions, but they will require coordination and resources to sustain.

4. Budget Projections and Changes Over Time

The costs of operating a virtual/blended school serving a rural, socioeconomically diverse population are dynamic and will evolve as the school scales. Below is a breakdown of how these costs are expected to shift:

- **Start-Up Phase (Year 1):**
 - **High initial investment** in technology infrastructure, including student devices and internet access subsidies (\$300,000–\$500,000).
 - **Specialized training and curriculum development** to address the unique needs of students, including ELL and SWD (\$100,000–\$200,000).
 - **Community outreach and engagement** (including transportation, meeting costs, and local partnerships) (\$50,000–\$75,000).
 - **Staffing:** Higher costs in the first year due to hiring and training of specialized staff for diverse student needs (\$500,000).
- **Ongoing Costs (Year 2 and Beyond):**
 - **Technology and internet access maintenance:** Annual refresh of devices, software licenses, and internet access costs (\$200,000–\$300,000).
 - **Personnel:** Salaries for teachers and support staff will increase gradually as the student population grows, but specialized staff for special education, ELL, and cultural integration will continue to drive up costs (\$700,000–\$800,000).
 - **Program Development:** Continued costs for professional development, cultural curriculum integration, and community engagement (\$100,000 annually).

5. Long-Term Sustainability

As the school grows and secures additional funding from grants, partnerships, and increased enrollment, the costs associated with the virtual/blended program will be balanced against per-pupil funding from the state. The school will seek to diversify its revenue streams, including applying for additional funding from the Office of Hawaiian Affairs (OHA), Native Hawaiian Education Funds, and other local foundations.

Conclusion

The costs for Miloli'i Charter School (MCS) will be significantly influenced by the unique needs of the student population and the rural context in which the school operates. These factors will require increased investments in technology, training, specialized staffing, and community engagement. However, by understanding these needs early and allocating resources accordingly, the school will be positioned to provide high-quality education that is both equitable and sustainable for all students. The budget will adapt over time to reflect the growth of the school and the evolving needs of the community it serves.

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QUESTION 4

What are the implications for weights and adjustments in the accountability or funding system due to the proposed virtual and/or blended program?

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 - equipment and maintenance;
 - online curriculum and/or platforms; and
 - any other associated costs.
- Budget includes an analysis of the proposed model's staffing plan, demonstrating support for building the capacity of all faculty and staff.

NARRATIVE SECTION:

The introduction of the Miloli'i Charter School (MCS), designed to serve students in rural areas of Hawai'i, brings with it unique challenges and opportunities for the funding and accountability system. These challenges must be considered when accounting for weights and adjustments to ensure equitable and effective allocation of resources. The school's blend of virtual and in-person learning, combined with the needs of a socioeconomically diverse population, requires that both the funding model and accountability measures be adaptable to these specific circumstances.

1. Impact of Virtual and Blended Learning on Funding Formula

Virtual and blended learning models differ from traditional, fully in-person models in several key ways that impact the funding structure, particularly when it comes to the distribution of per-pupil funding and resource allocation. The proposed blended model for Miloli'i will likely require adjustments to the state's existing funding formula, particularly regarding:

a) Adjusted Per-Pupil Funding

The funding system must account for the fact that virtual/blended programs typically require **higher upfront investments** in technology infrastructure (e.g., devices, software, internet access), specialized training for teachers, and ongoing maintenance and technical support. While the per-pupil amount allocated through the existing funding structure may be based on the number of students, it may

need to be **adjusted to include the additional cost burdens** associated with providing equitable access to education in a digital format, particularly for rural students.

- **Technology Infrastructure:** Virtual programs often demand that each student have access to a device and reliable internet. This will require an initial investment in **technology hardware** (such as laptops or tablets) and **data plans**, potentially increasing the per-pupil funding needed during the start-up phase. Over time, there will be ongoing maintenance costs associated with these technologies.
- **Online Curriculum and Platforms:** While traditional schools may use textbooks and printed materials, virtual schools rely heavily on digital platforms, which can be costly. Funding should reflect these costs, including licensing fees for **learning management systems (LMS)**, curriculum software, and other educational technology tools.

b) Equity Adjustments for At-Risk Students

The rural location of Miloli'i means that many students may be at higher risk due to **socioeconomic challenges**, limited internet access, and fewer community resources. As such, the funding formula may need to consider **equity adjustments** for these students, accounting for factors such as:

- **Socioeconomic Status (SES):** Given that many students may come from low-income households, funding should include adjustments to ensure that these students have access to necessary resources such as **internet access subsidies** or devices.
- **Special Education and ELL:** Students with special needs or those learning English as a second language will require **additional staffing** and specialized resources. The accountability system must take into account the need for differentiated services and allocate funds accordingly, including support for **special education teachers**, aides, and **language support staff**.

2. Accountability Measures for Virtual/Blended Program

The accountability system for Miloli'i Charter School (MCS) must be tailored to measure student achievement in a **virtual/blended context**, where learning outcomes may look different than those from fully in-person schools. This includes adapting performance metrics to reflect the **unique challenges** and **opportunities** associated with online learning environments.

a) Adjusted Performance Metrics

The traditional performance metrics used for fully in-person schools (such as classroom attendance and seat-time) may not accurately reflect success in a virtual environment. To ensure that the accountability system reflects the realities of blended learning, the following adjustments may be necessary:

- **Engagement-Based Metrics:** In a virtual setting, **student engagement** can be more difficult to monitor. It will be crucial to develop metrics that track **online participation**, **submission of assignments**, **video check-ins**, and **virtual collaboration**.
- **Mastery-Based Assessment:** The school will use **formative and summative assessments**, but these assessments will need to account for both **content mastery** and **digital literacy**. Adjustments to accountability measures will focus on assessing student progress in mastering

content in the virtual space while addressing the learning gaps common in rural or underserved communities.

b) Monitoring and Reporting

The school will establish a regular system for tracking **student progress** and **academic outcomes**, which will be reported to the school's governing board and the Department of Education. These reports will focus on both **student academic success** and **digital engagement**. Additionally, data collection on **attendance** (as it pertains to virtual check-ins and participation) and **academic performance** (including grades and proficiency on assessments) will be key factors in the accountability framework.

- **Data-Driven Decisions:** The school will continuously monitor student data and use it to **inform instruction**. With a virtual/blended format, there may be a need for **increased investment** in data analytics platforms to track student progress in real-time, identify at-risk students, and adjust interventions accordingly.

3. Changes in Funding and Weights Over Time

As the school transitions from its start-up phase to a more stable operational model, the financial needs and funding priorities will evolve:

a) Initial Investment vs. Ongoing Costs

- **Start-up Phase (Year 1):** During the initial phase of operation, the school will focus on infrastructure build-out, including technology investments and teacher training. This will likely necessitate a **higher upfront cost** and possibly increased funding during the first year.
- **Long-Term Stability (Year 2 and Beyond):** Over time, the school's operational costs will stabilize, and the focus will shift to maintaining technology, improving the quality of instruction, and supporting **student engagement**. There may be a **gradual decrease** in infrastructure spending, with ongoing costs being more focused on **curriculum updates** and **staff development**.

b) Sustainability through Partnerships and Grants

In addition to state funding, MVBCS will actively seek partnerships with local organizations and funding from sources like the **Office of Hawaiian Affairs (OHA)**, **Kamehameha Schools**, and **Native Hawaiian Education Funds** to ensure sustainability. These partnerships will be crucial for **long-term growth**, and the school will work with funders to align its **accountability** metrics with the **performance indicators** necessary for securing future grants and funding.

4. Conclusion

The implementation of a virtual/blended program at Miloli'i Charter School requires adjustments to the state's funding model and accountability system to address the specific needs of the rural, socioeconomically diverse population the school serves. The **costs associated with technology, staffing, and community engagement** will influence both the **budget** and the **accountability measures**, and these will need to be aligned with the school's mission to provide equitable and high-

quality education. The school's governance model, combined with targeted investments in technology and staff, will help ensure that the program remains financially sustainable and academically effective over time.

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QUESTION 5

Provide an overview and description of the specific costs associated with the virtual/blended learning model proposed (such as specialized training, technology infrastructure, internet access for students and staff, equipment and maintenance, online curriculum and/or platforms, and any other associated costs).

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 - any other associated costs.
- Budget includes an analysis of the proposed model's staffing plan, demonstrating support for building the capacity of all faculty and staff.

NARRATIVE SECTION:

Miloli'i Charter School (MCS) is designed to offer a flexible, high-quality education that combines in-person learning with a robust online component, tailored to the unique needs of rural and socioeconomically disadvantaged communities on Hawai'i Island. To achieve this, the school will require significant investment in various infrastructure and resources, both during the start-up phase and for ongoing operation. Below is a detailed breakdown of the specific costs associated with the virtual/blended learning model proposed for MVBCS.

1. Specialized Training for Faculty and Staff

To successfully implement a virtual and blended learning model, specialized training will be essential for faculty and staff. Teachers will need training in **virtual pedagogy**, **digital tools**, and how to integrate technology into their teaching practices while maintaining cultural relevance for the students served.

- **Training Content:** Training will focus on teaching strategies for virtual classrooms, effective use of **learning management systems (LMS)**, and methods for engaging students in online environments. Cultural competency training will be embedded to ensure instruction is aligned with the school's Hawaiian cultural values.

- **Ongoing Professional Development:** Ongoing support for staff development will be required to maintain high standards of teaching and to adapt to new technologies and pedagogical strategies.
- **Cost Estimate:** Specialized training programs, including workshops and courses, will cost an estimated **\$50,000** annually.

2. Technology Infrastructure

The backbone of the virtual/blended learning model is a solid technological infrastructure. This includes both the **hardware** required for students and teachers, as well as the **software** and platforms necessary to facilitate online learning.

- **Devices for Students:** A significant portion of the budget will be allocated to purchasing **laptops/tablets** for students to ensure that all students have reliable access to digital learning tools. Given the rural nature of Miloli'i, it is essential that every student has access to a device.
- **Teacher Devices:** Teachers will also require high-quality devices, such as laptops or desktops, with webcams, microphones, and other necessary accessories for virtual teaching.
- **Software and Platforms:** The school will invest in **learning management systems (LMS)** such as Google Classroom or Canvas, along with additional platforms for virtual labs, field trips, or assessments.
- **Cost Estimate:**
 - **Student Devices (300 students):** \$300,000 (assuming \$1,000 per device and peripheral tools).
 - **Teacher Devices (20 teachers):** \$20,000 (assuming \$1,000 per device).
 - **Software and Platform Licenses:** \$50,000 annually for platforms and subscriptions (LMS, assessment tools, digital textbooks).

3. Internet Access for Students and Staff

In a virtual/blended learning model, reliable internet access is essential for both students and staff. Many students, particularly in rural areas like Miloli'i, may face challenges in accessing reliable and affordable internet service.

- **Student Internet Subsidies:** To ensure equitable access, MVBCS will provide **internet access subsidies** for students who lack reliable internet at home. This will involve partnerships with local internet service providers (ISPs) to secure discounted rates for families or providing **mobile hotspots** for students.
- **Staff Internet Needs:** Teachers will also need high-speed internet at home to conduct virtual lessons, participate in professional development, and engage in daily school operations.
- **Cost Estimate:**
 - **Student Internet Subsidies/Hotspots (300 students):** \$120,000 annually (assuming \$400 per student for internet subsidies or hotspots).
 - **Staff Internet Subsidies (20 teachers):** \$10,000 annually (assuming \$500 per teacher for internet support).

4. Equipment and Maintenance

The school will need to allocate funds for the **maintenance** and **repair** of technology, as well as the purchase of additional equipment as needed for virtual learning.

- **Device Maintenance and Repair:** Laptops, tablets, and other tech equipment require regular **maintenance** and occasional **repairs**. The cost for maintaining devices will depend on the usage rate, but it is essential to have a budget for these expenses to ensure devices remain functional.
- **Cost Estimate:** \$30,000 annually for equipment maintenance and repairs (assuming 10% annual maintenance costs on devices).

5. Online Curriculum and Educational Platforms

In a blended learning environment, the curriculum must be supported by **online resources**, **digital textbooks**, and **multimedia learning platforms** that can be accessed remotely.

- **Curriculum Licenses:** MVBCS will purchase licenses for online curriculum platforms that align with the Department of Education's academic standards and Hawaiian cultural values. This includes **digital textbooks**, **interactive exercises**, and **virtual simulations** that support science, math, language arts, and social studies.
- **Cultural Curriculum Integration:** Specialized curriculum that integrates Hawaiian culture, language, and values will be incorporated into the overall virtual learning experience.
- **Cost Estimate:** \$40,000 annually for curriculum licenses, including cultural curriculum materials.

6. Other Associated Costs

Additional expenses will arise for various support services and resources necessary for the effective implementation of the virtual/blended model.

- **Technical Support:** The school will need a dedicated IT team or outsourced tech support to troubleshoot technical issues for both students and staff. This includes **help desk services**, **device troubleshooting**, and **network maintenance**.
- **Virtual Support Staff:** The school will also need **counselors**, **special education specialists**, and **tutors** who can provide virtual support for students with varying learning needs, including English Language Learners (ELL) and students with disabilities (SWD).
- **Cost Estimate:** \$50,000 annually for technical support, virtual counseling, and special education services.

7. Analysis of Staffing Plan and Building Capacity

The staffing plan for the Miloli'i Charter School (MCS) must align with the needs of the program. To ensure that all students receive the attention and support they need, the staffing structure will include:

- **Classroom Teachers:** 20 teachers, including specialized teachers for ELL, special education, and Hawaiian cultural education.
- **Support Staff:** 5 full-time IT support staff, 3 virtual counselors, and 2 special education aides.

- **Staff Development:** Ongoing investment in professional development and **training in virtual teaching** to ensure faculty is equipped to deliver effective instruction in a blended environment.

Budget Summary

Below is an estimated budget breakdown for the start-up and build-out of the Miloli'i Charter School (MCS):

Expense Category	Year 1 Estimate	Annual Recurring Costs
Specialized Teacher Training	\$50,000	\$50,000
Technology Infrastructure	\$370,000	\$50,000
Internet Access for Students & Staff	\$130,000	\$130,000
Equipment Maintenance	\$30,000	\$30,000
Online Curriculum & Platforms	\$40,000	\$40,000
Technical & Support Services	\$50,000	\$50,000
Total for Year 1	\$670,000	\$300,000

Conclusion

The successful implementation of Miloli'i Charter School (MCS) will require significant upfront investment in technology, training, and infrastructure, as well as ongoing funding for maintenance and educational resources. By ensuring that these costs are met and that the virtual model is properly supported, the school will provide equitable, culturally relevant education to the underserved students of Hawai'i Island, setting the foundation for long-term success and sustainability.

SUBMITTING ATTACHMENTS?

- ☒ NO. There is no attachment submitted for this question.
☐ YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: VBL Question 5 – Attachment 1, VBL Question 5 – Attachment 2, etc.*
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QUESTION 6

What is the proposed demographic breakdown of the students to be served through this program, e.g. Free and Reduced Lunch, geographic home location, grade level, general demographics?

EVALUATION CRITERIA: Finance and Governance

Applications will be considered having met the criteria for this section when the applicant provides:

- A governance model that includes individuals with the skills and capacity to carry out said program.
- Evidence of knowledge of the community needs/community served, including but not limited to the diverse demands of that community.
- Cost analysis for the start-up and build out of the virtual/blended program, including an immediate and long-range budget projection.
- Budget detail accounts for explicit needs of a per virtual/blended program:
 - specialized training;
 - technology infrastructure;
 - internet access for students and staff;
 - equipment and maintenance;
 - online curriculum and/or platforms; and
 - any other associated costs.
- Budget includes an analysis of the proposed model's staffing plan, demonstrating support for building the capacity of all faculty and staff.

NARRATIVE SECTION:

Miloli'i Charter School (MCS) is designed to serve students from rural, underserved communities on of Hawai'i Island, including **Puna**, **Ka'u**, and **Miloli'i**. These communities face significant socioeconomic challenges, with a high percentage of students qualifying for **Free and Reduced Lunch (FRL)** programs and many residing in geographically isolated areas. The school will serve a diverse population with unique educational needs, focusing on providing high-quality, culturally relevant education that reflects the values and heritage of the community.

1. Socioeconomic Status

The target population for Miloli'i Charter School comes predominantly from **low-income households**, with a significant portion of the student body eligible for **Free and Reduced Lunch**. The economic challenges of these communities often limit access to educational resources and opportunities for students, which the school seeks to address by offering a high-quality, culturally grounded educational model.

- **Percentage of students eligible for FRL:** Approximately **80-90%** of the student population in Puna, Ka'u, and Miloli'i qualifies for FRL.
- **Impact:** These families may face difficulties in accessing educational support, which makes the availability of school-based resources such as technology, tutoring, and special education services critical.

2. Geographic Location

Miloli'i Charter School will serve students who reside in rural and geographically isolated areas across the Puna, Ka'ū, and Miloli'i districts, which span the southeastern coast of Hawai'i Island. These areas have limited access to educational facilities and community services, with some students traveling long distances to attend school.

- **Puna:** Known for its rural character, Puna has a high concentration of families living in low-income neighborhoods. The area faces challenges like limited access to reliable transportation, making it difficult for families to access services outside their immediate community.
- **Ka'ū:** This district is even more rural, with a sparse population spread out over a large geographic area. Ka'ū's educational infrastructure is limited, which contributes to the need for additional educational support services in the region.
- **Miloli'i:** As a small coastal community with deep cultural roots, Miloli'i has a unique demographic that places a high value on preserving Hawaiian language, culture, and traditions. The school will focus on meeting the needs of these students, including Hawaiian language immersion programs and culturally relevant curriculum.

3. Grade Levels

Miloli'i Charter School will serve **grades K-12**, offering a complete educational pathway for students from kindergarten through high school. The school will offer:

- **Elementary School (K-5):** Early education will focus on foundational skills in literacy, numeracy, and social-emotional development, with a strong emphasis on Hawaiian culture, language, and values.
- **Middle School (6-8):** The middle school years will emphasize the development of critical thinking, problem-solving skills, and deeper engagement with both local and global contexts, continuing the integration of Hawaiian cultural practices into daily learning.
- **High School (9-12):** The high school program will offer rigorous academics aligned with state standards, alongside culturally focused electives, career exploration, and opportunities for students to engage in community-based projects that connect classroom learning to the local environment and culture.

4. General Demographics

The general demographics of the student population served by Miloli'i Charter School will reflect the diversity of the communities in Puna, Ka'ū, and Miloli'i. This includes:

- **Ethnicity:** The student body will predominantly be **Native Hawaiian** (approximately **50-60%**), with a significant portion of students from **Pacific Islander, Caucasian, and Filipino** backgrounds, as well as other ethnic groups. The school will emphasize Hawaiian cultural values, practices, and language, ensuring that students are connected to their heritage while receiving a strong academic education.
- **Language Needs:** A substantial portion of students may be English Language Learners (ELL), particularly from homes where **Hawaiian** or other languages are spoken. The school will

implement **Hawaiian language immersion** programs and **dual-language education** to support language acquisition and preservation.

- **Special Education Needs:** A significant number of students in the region may have special education needs, ranging from learning disabilities to emotional and behavioral challenges. Miloli'i Charter School will provide inclusive education with appropriate support services and individualized education plans (IEPs) to ensure all students can succeed.
- **At-Risk Students:** Many students in these areas face multiple risks, including poverty, family instability, and limited access to extracurricular and enrichment opportunities. Miloli'i Charter School will offer targeted interventions, mentorship programs, and a strong support system to meet these students' needs.

5. Specific Demographic Breakdown

- **Free and Reduced Lunch:** 80-90% of the student population.
- **Native Hawaiian:** 60-80% of the student body.
- **English Language Learners (ELL):** Estimated 20-30% of the student body.
- **Students with Disabilities (SWD):** Approximately 10-15% of the student body.
- **Grade Level Distribution:**
 - **6-8:** 40-45%
 - **9-12:** 55-60%

6. Educational and Support Services

In response to the unique demographic needs of this population, Miloli'i Charter School will offer a variety of educational and support services, including:

- **Culturally Relevant Curriculum:** The integration of Hawaiian language, culture, and values across all grade levels, with a focus on place-based education that ties students' learning to the natural and cultural landscape of Hawai'i.
- **Language Support:** For English Language Learners and students interested in learning Hawaiian, the school will provide Hawaiian language immersion programs and English language development (ELD) services.
- **Special Education Services:** A comprehensive special education program tailored to meet the diverse needs of students with disabilities, including resource room support, speech therapy, and occupational therapy services.
- **Social-Emotional Support:** Counseling services, peer mentoring, and community-building activities to help students manage emotional and behavioral challenges.
- **Community Engagement:** Strong partnerships with families, local organizations, and cultural practitioners to ensure students' success both in and outside the classroom.

Conclusion

Miloli'i Charter School is committed to providing an educational experience that meets the needs of its diverse and underserved student population. With a focus on cultural relevance, academic rigor, and community engagement, the school aims to uplift the students of Puna, Ka'u, and Miloli'i,

ensuring that all students, regardless of background, have the opportunity to succeed and thrive in an environment that reflects their heritage and values.

SUBMITTING ATTACHMENTS?

- ☒ NO. There is no attachment submitted for this question.
- ☐ YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

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QUESTION 7

What geographic area(s) will the proposed program serve?

EVALUATION CRITERIA: Finance and Governance

Applications will be considered having met the criteria for this section when the applicant provides:

- A governance model that includes individuals with the skills and capacity to carry out said program.
- Evidence of knowledge of the community needs/community served, including but not limited to the diverse demands of that community.
- Cost analysis for the start-up and build out of the virtual/blended program, including an immediate and long-range budget projection.
- Budget detail accounts for explicit needs of a per virtual/blended program:
 - specialized training;
 - technology infrastructure;
 - internet access for students and staff;
 - equipment and maintenance;
 - online curriculum and/or platforms; and
 - any other associated costs.
- Budget includes an analysis of the proposed model's staffing plan, demonstrating support for building the capacity of all faculty and staff.

NARRATIVE SECTION:

Miloli'i Charter School will serve the rural and underserved communities located in the **southeastern region of Hawai'i Island**, specifically the districts of **Puna, Ka'u, and Miloli'i**. These areas are characterized by their geographic isolation, with limited access to public educational resources and infrastructure. By offering a local and culturally relevant educational model, Miloli'i Charter School aims to meet the educational needs of these communities, providing students with a rigorous academic experience while honoring their Hawaiian heritage and values.

1. Puna District

The **Puna** district is located on the eastern coast of Hawai'i Island and is one of the largest districts geographically. It encompasses a diverse population, including agricultural communities, low-income neighborhoods, and areas with limited access to educational facilities. The region is known for its natural beauty but also faces challenges such as frequent volcanic activity and limited access to infrastructure and services.

- **Population:** Diverse, including many Native Hawaiians and immigrant families (Filipino, Pacific Islander, and others).
- **Key Characteristics:** High levels of poverty, many homes on fixed incomes, and some of the most geographically isolated communities on the island.
- **Educational Needs:** The need for more access to quality education, technology, and specialized support services for students with disabilities and English language learners.

2. Ka'ū District

Ka'ū is a more sparsely populated district located in the southernmost region of the island. It is a primarily rural and agricultural area, home to both Native Hawaiian and immigrant communities. The area faces its own unique set of challenges, including economic hardship and geographic isolation from larger urban centers.

- **Population:** Small, with a focus on agricultural workers, ranchers, and Native Hawaiian families.
- **Key Characteristics:** Low-income households, limited public infrastructure, and a high demand for educational resources.
- **Educational Needs:** The need for a more accessible, community-focused educational model that incorporates local culture and provides technology and support for at-risk students.

3. Miloli'i Community

Miloli'i is a small coastal community located within the Ka'ū district, known for being one of the last traditional fishing villages in the United States. The community is deeply connected to its Hawaiian cultural roots, and the population is primarily Native Hawaiian. Like other areas of the island, Miloli'i faces significant challenges in terms of access to educational opportunities and resources.

- **Population:** Predominantly Native Hawaiian families.
- **Key Characteristics:** Small, tight-knit community with a strong cultural identity.
- **Educational Needs:** Preservation and promotion of Hawaiian language and cultural practices, as well as the need for modern educational tools and support systems that address the needs of rural, underserved communities.

4. Geographic Focus and Accessibility

The entire service area — Puna, Ka'ū, and Miloli'i — is geographically isolated, with some areas requiring long travel times to reach other educational facilities. This lack of access makes it difficult for students to take advantage of extracurricular opportunities, special programs, and support services commonly found in more urban areas. Miloli'i Charter School seeks to bridge this gap by offering a local, flexible, and culturally responsive educational model, including potential virtual and blended learning components that increase access for all students.

Educational Service Area Breakdown

- **Total Area:** Southeastern region of Hawai'i Island (Puna, Ka'ū, Miloli'i).
- **Student Population:** Primarily underserved and low-income families.
- **Grade Levels:** Serving grades K-12 with a focus on offering a holistic education that is grounded in local culture and history.
- **Demographic Focus:** High percentage of Native Hawaiian students, English language learners, and students with disabilities.

Conclusion

Miloli'i Charter School will serve students from **rural, isolated communities** in the southeastern part of Hawai'i Island, where access to high-quality education is limited. By focusing on **Puna, Ka'u, and Miloli'i**, the school will meet the unique needs of these areas, providing not only academic rigor but also a strong cultural foundation that supports and uplifts the students and families in these communities. The school's mission is to ensure that all students in these geographic areas have the opportunity to succeed academically and personally, while remaining deeply connected to their cultural heritage.

SUBMITTING ATTACHMENTS?

- ☒ NO. There is no attachment submitted for this question.
☐ YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

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QUESTION 8

How is the proposed program staffing model sufficient to address all of the requirements of instruction, reporting, and oversight?

EVALUATION CRITERIA: Finance and Governance

Applications will be considered having met the criteria for this section when the applicant provides:

- A governance model that includes individuals with the skills and capacity to carry out said program.
- Evidence of knowledge of the community needs/community served, including but not limited to the diverse demands of that community.
- Cost analysis for the start-up and build out of the virtual/blended program, including an immediate and long-range budget projection.
- Budget detail accounts for explicit needs of a per virtual/blended program:
 - specialized training;
 - technology infrastructure;
 - internet access for students and staff;
 - equipment and maintenance;
 - online curriculum and/or platforms; and
 - any other associated costs.
- Budget includes an analysis of the proposed model's staffing plan, demonstrating support for building the capacity of all faculty and staff.

NARRATIVE SECTION:

Miloli'i Charter School Staffing Model and Evaluation Plan

The proposed staffing model for Miloli'i Charter School is strategically designed to ensure that all instructional, reporting, and oversight requirements are met, while reflecting the school's cultural values and long-term sustainability goals. This plan includes a phased rollout of staffing and resources to align with the school's student population growth, financial considerations, and programmatic needs. Below is an evaluation of how the staffing model meets the **Finance and Governance** criteria.

Governance Model and Capacity

The governance model of Miloli'i Charter School includes individuals with diverse expertise in education, finance, community engagement, and cultural stewardship. These individuals have the

skills and capacity to support the program's objectives and ensure compliance with state requirements. Specifically:

- **Board Composition:** The governing board will include members with backgrounds in finance, education, Hawaiian culture, and community advocacy. This ensures oversight of fiscal responsibilities, academic rigor, and alignment with the school's mission.
- **Administrative Leadership:** Two part-time administrators during Year 0 will establish essential operational and organizational structures, ensuring readiness for Year 1 implementation. In subsequent years, the administrative team expands to two full-time administrators, ensuring capacity to handle growth and oversight.

Community Needs and Knowledge

The proposed staffing model reflects an understanding of the unique needs of the Miloli'i community and its aspirations:

- **Cultural Alignment:** The teaching and support staff will be culturally grounded, reflecting Miloli'i's values and traditions, such as *Hānai i nā pua* (nurturing and raising future stewards). Teachers will incorporate Hawaiian cultural practices into instruction while meeting state academic standards.
- **Community Demands:** The staffing plan includes a counselor and support roles (e.g., registrar, SASA, fiscal office) to address the holistic needs of students, including social-emotional well-being, academic guidance, and administrative support.
- **Family Engagement:** The model also includes plans for outreach and communication, such as technology support and bilingual resources, ensuring accessibility for all families.

Cost Analysis for Start-Up and Long-Term Needs

The plan includes detailed consideration of start-up costs and a sustainable budget for the build-out of the program. Key elements include:

Year 0: Infrastructure Development

- **Facility and Permits:** Securing safe and adequate facilities to house classrooms, administrative offices, and common spaces.
- **Payroll and Benefits Setup:** Establishing systems for payroll, medical, retirement, and other union-related obligations.

- **Organizational Infrastructure:** Implementing financial systems, compliance protocols, and academic frameworks.
- **Training:** Specialized training for staff to prepare them for culturally relevant instruction and operational procedures.
- **Technology Infrastructure:**
 - Establishing robust internet access for staff and students.
 - Purchasing and maintaining devices for administration and classroom use.
 - Acquiring software licenses and online learning platforms.
- **Costs:** Start-up expenses are accounted for in the budget to cover all items mentioned above, with contingency funds for unanticipated needs.

Student Rollout Plan:

The phased student growth plan ensures that staffing and resources expand incrementally to meet demand without overextending the budget.

Specialized Training for Staff in a Virtually Blended Program

The training plan for Miloli'i Charter School's staff is designed to equip all personnel—teachers, support staff, and administrators—with the skills and cultural knowledge needed to effectively serve the unique needs of students from Miloli'i, Ka'ū, and Puna. This training addresses the requirements of a blended learning environment, the cultural context of Hawai'i, and the socio-emotional and academic needs of the student population.

Specialized Training for Teachers

Teachers will need to navigate a hybrid model combining virtual instruction with in-person interactions at community sites, field trips, and cultural events. Training focuses on the following key areas:

1. Culturally Responsive Pedagogy

- **Objective:** Equip teachers with tools to incorporate Hawaiian culture, values, and history into all areas of the curriculum.
- **Topics:**
 - Integrating **Nā Hopena A'o (HĀ)** values into daily instruction.
 - Place-based education focused on Miloli'i's traditions (e.g., fishing practices, ahupua'a systems).

- Working with kūpuna and cultural practitioners to bring authentic Hawaiian perspectives into lessons.
- **Activities:** Workshops with cultural experts, participation in cultural practices (e.g., makahiki games, hula, fishing, and farming).

2. Blended Learning Techniques

- **Objective:** Help teachers effectively balance virtual and face-to-face instruction.
- **Topics:**
 - Designing lessons that transition seamlessly between virtual platforms and in-person settings.
 - Engaging students through technology, such as project-based learning tools and interactive software.
 - Managing hybrid classrooms where some students attend in person while others participate virtually.
- **Tools:** Training on platforms like Google Classroom, Zoom, Big Blue Button and Canvas (LMS).

3. Differentiation for Diverse Learners

- **Objective:** Address the varied learning needs of students, including English Language Learners (ELLs) and students requiring additional support.
- **Topics:**
 - Differentiating lessons for varying academic levels in multi-grade classrooms.
 - Supporting students with trauma-informed practices and restorative justice frameworks.
- **Activities:** Collaborative lesson planning and case studies focusing on real-world scenarios in Miloli'i, Ka'ū, and Puna.

4. Field-Based Learning Integration

- **Objective:** Enable teachers to use field trips and cultural events as extensions of the classroom.
- **Topics:**
 - Developing pre- and post-trip lessons tied to Hawai'i State Standards and Common Core.
 - Incorporating science and history into field experiences (e.g., geology of Hawai'i Island, visiting fishponds).
- **Activities:** Simulation exercises for planning and conducting educational field trips.

Specialized Training for Support Staff

Support staff are integral to ensuring the smooth functioning of the blended program. Training will focus on equipping them with the cultural and technical skills needed to support students and families.

1. Educational Assistants (EAs)

- **Cultural Competency:** Learning Hawaiian traditions and values to assist in culturally relevant instruction.
- **Technology Use:** Supporting students with devices, troubleshooting technical issues, and helping teachers implement online tools.
- **Behavioral Support:** Techniques for managing student engagement during virtual sessions and in-person interactions.

2. Counselors

- **Trauma-Informed Practices:** Understanding the effects of intergenerational trauma, socio-economic challenges, and geographic isolation on students.
- **Social-Emotional Learning (SEL):** Implementing SEL programs that integrate Hawaiian values of *aloha*, *kuleana*, and *mālama*.
- **Career and College Readiness:** Guiding students in planning for post-high school pathways, including vocational training and higher education opportunities tied to Hawai'i's unique industries.

3. Special Education (SPED) Teachers

- **Inclusive Practices:** Training on adapting the general curriculum to support students with disabilities in both virtual and face-to-face settings.
- **Compliance and Documentation:** Ensuring adherence to IDEA and Hawai'i DOE SPED requirements while maintaining strong communication with families.
- **Assistive Technology:** Utilizing tools that support SPED students in a virtual/blended environment, such as screen readers or speech-to-text software.

4. Administrative Support (Registrar, SASA, Fiscal Officers, HR)

- **Technology Systems Training:** Ensuring proficiency in student information systems (SIS) and financial software to manage enrollment, attendance, and budgets.
- **Cultural Sensitivity:** Understanding the unique needs of Miloli'i, Ka'ū, and Puna families to build trust and foster positive relationships.

- **Operational Efficiency:** Training on virtual program logistics, such as scheduling, staffing, and coordinating field trips and cultural events.

Specialized Training for Administrators

Administrators will lead the charge in ensuring the program's success by supporting teachers, staff, and students.

1. Governance and Compliance

- **Charter School Regulations:** Understanding Hawai'i's charter laws, financial compliance, and reporting requirements.
- **Data-Driven Decision Making:** Using academic and operational data to guide program improvements and resource allocation.

2. Culturally Grounded Leadership

- **Community Engagement:** Building relationships with Miloli'i, Ka'ū, and Puna families, as well as local cultural practitioners.
- **Vision Implementation:** Ensuring the school's vision of **hānai i nā pua** is embedded in every aspect of operations and instruction.

3. Technology Integration

- **Virtual Program Oversight:** Managing the technology infrastructure for a blended program, including cybersecurity, online platform monitoring, and equitable access for students.

4. Professional Development Facilitation

- **Staff Training Coordination:** Leading workshops on Nā Hopena A'o, blended learning strategies, and trauma-informed practices.
- **Coaching and Mentoring:** Providing ongoing support for teachers and staff through regular feedback and collaborative planning.

Support for Miloli'i, Ka'ū, and Puna Demographics

The training program explicitly addresses the needs of students in these rural and culturally rich areas:

- **Access and Equity:** Ensuring all students, regardless of geographic isolation, have access to high-quality education through technology and in-person opportunities.
- **Cultural Identity:** Strengthening students' connection to their Hawaiian heritage and empowering them to become stewards of their communities.
- **Trauma-Informed Practices:** Recognizing and addressing challenges such as socio-economic barriers, intergenerational trauma, and family dynamics.

The specialized training program for Miloli'i Charter School equips teachers, support staff, and administrators with the tools and knowledge they need to excel in a blended learning environment. The focus on culturally grounded practices, technological fluency, and addressing the unique needs of Miloli'i, Ka'ū, and Puna students ensures that the program supports holistic growth, academic achievement, and community engagement

Explicit Budget Provisions

The staffing plan ensures financial accountability and supports both the immediate and long-term needs of the virtual/blended program.

1. **Specialized Training:** Ongoing professional development for culturally responsive teaching, technology integration, and state compliance.
2. **Technology Infrastructure:**
 - Hardware: Laptops, tablets, and projectors for staff and students.
 - Internet: High-speed connectivity for staff, students, and families to access online learning resources.
 - Platforms: Subscriptions to online learning management systems (LMS) and virtual curriculum tools.
3. **Equipment and Maintenance:** Regular servicing of devices and software updates.
4. **Student Access:** Equipping students with internet access and devices to ensure equitable participation.
5. **Other Costs:** Support for Hawaiian culture integration, such as workshops and partnerships with cultural practitioners.

Staffing Plan and Capacity Building

The model ensures a well-rounded support structure for both students and staff:

- **Instructional Staff:** A low teacher-to-student ratio (e.g., 1:16 in Year 1) ensures personalized attention and high-quality instruction.

- **Support Staff:** Roles such as counselor, registrar, SASA, and HR ensure administrative efficiency and focus on student well-being.
- **Professional Development:** Staff will participate in training for Hawaiian cultural practices, technology use, and instructional best practices.
- **Leadership Development:** Administrators will undergo continuous training to ensure effective governance and program oversight.

Conclusion

The proposed staffing model for Miloli'i Charter School is carefully aligned with the school's mission, the needs of the community, and the financial realities of a start-up charter school. It ensures sufficient capacity for instruction, reporting, and oversight while embedding Hawaiian cultural values into every aspect of the program. By rolling out staff and resources incrementally, the school can sustainably meet the needs of its students while fostering a thriving, culturally grounded learning environment.

SUBMITTING ATTACHMENTS?

- ☒ NO. There is no attachment submitted for this question.
- ☐ YES. There are attachment(s) submitted for this question.
- Select # of attachments** number of attachments submitted.

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QUESTION 9

What is the educational need served by this school/program?

EVALUATION CRITERIA: Instructional Program Quality

Applications will be considered having met the criteria for this section when the applicant provides:

- A virtual/blended instructional program that assimilates the virtual/blended guidelines, and aligns to the stated mission and vision for all curriculum, instruction, and assessments.
- A decision-making process that includes:
 - knowledge of the diversity of student needs in the community;
 - addressing the proposed scope and sequence design;
 - other measures to monitor progress; and
 - incorporation of MTSS to meet all students' needs.
- Demonstrate an understanding of the State assessments and the role those assessments play in the design of the proposed school's curriculum, instruction, and assessment.
- A weekly instructional schedule for each grade level band

NARRATIVE SECTION:

Miloli'i Charter School seeks to address the critical educational needs of students in rural, underserved communities on Hawai'i Island, specifically the **Puna, Ka'u, and Miloli'i** districts. These areas are geographically isolated, with limited access to educational resources, advanced technology, and specialized support services. Students from these communities face significant barriers to academic success, including challenges related to poverty, limited exposure to higher education, and a lack of culturally relevant curricula that reflects their unique Hawaiian heritage.

The educational need served by Miloli'i Charter School is multi-faceted, encompassing both **academic achievement** and **cultural relevance** in education. The school's mission is rooted in providing rigorous, culturally grounded instruction that empowers students to succeed academically while staying deeply connected to their Hawaiian values and traditions.

1. Access to Quality Education in Isolated Communities

Students in rural areas like **Puna, Ka'u, and Miloli'i** often have limited access to the variety of educational programs and support services that their urban counterparts receive. Miloli'i Charter School seeks to bridge this gap by offering a **virtual/blended learning model** that provides flexibility, removes geographic barriers, and enables access to specialized content and individualized instruction. This model is ideal for students in these regions, many of whom struggle with long commutes or live in areas without nearby educational options.

2. Culturally Relevant Curriculum and Instruction

The school will address the unique educational needs of Native Hawaiian students by offering a **Hawaiian cultural-based curriculum**. This curriculum will integrate both **Hawaiian language** and **traditional cultural practices** into core subjects, ensuring that students receive an education that honors their identity and connects to their heritage. The focus will be on **Ho'ona'auao (education)**,

Ho'olako (sustaining the community), and other Hawaiian values to create a holistic learning environment that respects the community's deep cultural roots.

3. Meeting Diverse Student Needs

The proposed program is designed to meet the needs of a **diverse student body**, which includes a significant number of **English language learners (ELLs)**, **students with disabilities (SWDs)**, and **at-risk students**. Through a **multi-tiered system of supports (MTSS)**, the school will provide targeted interventions to support students at all levels, from those who require specialized instruction to those who may be performing above grade level and need additional challenges.

- **English Language Learners (ELLs):** Specific instructional strategies, language support services, and culturally responsive pedagogy will be embedded within all lessons to ensure English learners can succeed academically while also developing their language skills.
- **Students with Disabilities (SWDs):** Individualized Education Plans (IEPs) and tailored supports will be implemented to provide a more inclusive and equitable educational experience. The virtual/blended model will allow for greater flexibility in meeting the needs of SWDs through personalized interventions.
- **At-risk Students:** With a focus on prevention and intervention, the school will use formative and summative assessments to track student progress, allowing educators to identify and respond to academic or behavioral challenges early, ensuring that no student falls behind.

4. Curriculum, Instruction, and Assessment Alignment

Miloli'i Charter School will ensure that its **curriculum, instruction, and assessments** align with both state standards and its mission to serve a culturally responsive, student-centered education. The school will implement a **standards-aligned curriculum** that prepares students for success on state assessments, such as the **Smarter Balanced Assessment (SBA)**, while also embedding Hawaiian cultural teachings and values in everyday learning.

- **Scope and Sequence:** The instructional design will follow a well-defined scope and sequence for each grade level, ensuring that students are exposed to key content areas (English Language Arts, Math, Science, Social Studies) with consistent alignment to state standards. Special attention will be given to the cultural integration of Hawaiian traditions, language, and practices throughout these subjects.
- **MTSS (Multi-Tiered System of Supports):** MTSS will be used as a key approach to support all students by providing layered supports for students based on their needs. This includes early interventions for struggling students and enrichment opportunities for high-achieving students.
- **State Assessments:** Regular practice assessments, aligned to state standards, will be incorporated into the instructional process to ensure that students are fully prepared for state standardized tests. Teachers will use data from these assessments to guide instructional decisions and make necessary adjustments.

5. Weekly Instructional Schedule for Grade Levels

To ensure that the educational experience remains rigorous, well-paced, and adaptable to individual student needs, Miloli'i Charter School will provide a **weekly instructional schedule** for each grade level band (6-8, and 9-12). This schedule will include time for direct instruction, independent study, collaboration, and cultural activities, balancing core subjects with opportunities for students to engage in place-based learning.

For example:

- **Middle School (6-8):** Focus will be on building core academic skills while also introducing more advanced content, with dedicated time for Hawaiian language immersion and culture-based projects.
- **High School (9-12):** Students will work toward meeting graduation requirements while also exploring career pathways, dual-credit opportunities, and project-based learning tied to Hawaiian cultural themes and community involvement.

Conclusion

Miloli'i Charter School is designed to meet the specific educational needs of students in rural, underserved communities of Hawai'i Island. By combining a rigorous, standards-aligned curriculum with a culturally relevant approach, a flexible virtual/blended model, and a commitment to meeting the diverse needs of all students, the school aims to close the educational gap, increase student success, and create a sustainable educational environment where students thrive academically, socially, and culturally.

SUBMITTING ATTACHMENTS?

☒ NO. There is no attachment submitted for this question.

☐ YES. There are attachment(s) submitted for this question.

Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: VBL Question 9 – Attachment 1, VBL Question 9 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

QUESTION 10

What differentiates this school/program from other programs in the community(ies) to be served?

EVALUATION CRITERIA: Instructional Program Quality

Applications will be considered having met the criteria for this section when the applicant provides:

- A virtual/blended instructional program that assimilates the virtual/blended guidelines, and aligns to the stated mission and vision for all curriculum, instruction, and assessments.
- A decision-making process that includes:
 - knowledge of the diversity of student needs in the community;
 - addressing the proposed scope and sequence design;
 - other measures to monitor progress; and
 - incorporation of MTSS to meet all students' needs.
- Demonstrate an understanding of the State assessments and the role those assessments play in the design of the proposed school's curriculum, instruction, and assessment.
- A weekly instructional schedule for each grade level band

NARRATIVE SECTION:

Miloli'i Charter School stands apart from other educational programs in the **Puna, Ka'ū, and Miloli'i** communities through its **unique blend of culturally relevant education and innovative virtual/blended learning models** that are designed to address the specific needs of underserved, **Native Hawaiian** students. The school's approach combines rigorous academic standards with an integration of Hawaiian culture, language, and values, creating an environment where students not only excel academically but are also empowered to maintain and elevate their cultural identity. Below are the key differentiators that set Miloli'i Charter School apart from other local educational programs:

1. Culturally Grounded Education

Miloli'i Charter School's curriculum is deeply rooted in **Hawaiian culture**, values, and traditions, setting it apart from other schools in the area. While many educational programs focus on standard curricula, Miloli'i Charter School integrates Hawaiian culture across all subjects. This includes:

- **Hawaiian Language:** Hawaiian language classes are incorporated into daily instruction, supporting language revitalization efforts and providing students with an immersive cultural experience.
- **Cultural Practices:** Curriculum content includes learning about traditional Hawaiian values like **pono (balance)**, **ho'omau (perseverance)**, and **Ho'olako (community empowerment)**, which are incorporated into academic subjects as well as social-emotional learning.
- **Place-Based Learning:** The school uses the local environment and community history as a tool for teaching, connecting students with their heritage and fostering a sense of pride in their cultural identity.

2. Flexible Virtual/Blended Learning Model

The school's **virtual/blended learning model** distinguishes it from other traditional and charter schools in the community. By offering both in-person and online learning opportunities, Miloli'i Charter School provides:

- **Accessibility:** The virtual component allows students from remote areas with limited access to physical schools or specialized programs to participate in a high-quality educational experience.
- **Personalized Learning:** Blended learning provides students with the opportunity to learn at their own pace, with adaptive technologies and personalized learning plans that meet them at their academic level.
- **Technology Integration:** Cutting-edge tools and platforms are integrated into the instructional program, preparing students for a future where technology is essential for success.

3. Emphasis on Equity and Meeting Diverse Needs

Miloli'i Charter School addresses the unique challenges faced by students in **rural, low-income areas** of Hawai'i Island, where access to resources and support services can be limited. The school's commitment to **equity** and **inclusivity** is demonstrated through:

- **MTSS (Multi-Tiered System of Supports):** The school adopts an MTSS approach to ensure that all students, regardless of their background or academic level, receive the support they need to succeed. This includes targeted interventions for **English Language Learners (ELLs)**, **students with disabilities (SWDs)**, and **at-risk students**.
- **Holistic Support:** Students are supported not just academically but also socially and emotionally. This support system includes mentoring, family engagement, and counseling, ensuring that the whole child is nurtured.
- **Differentiated Instruction:** Teachers use data to differentiate instruction, ensuring that students at all levels—whether they need additional challenges or extra help—are supported in their academic growth.

4. Commitment to Community and Family Engagement

Unlike many other schools, Miloli'i Charter School has a strong focus on **community engagement**. Recognizing that education is a shared responsibility between school, family, and the community, the school prioritizes:

- **Family Involvement:** Regular family meetings, workshops, and cultural events ensure that parents and guardians are active participants in their children's education.
- **Community Partnerships:** The school collaborates with local organizations, elders, and cultural practitioners to ensure that students' learning experiences reflect the values and practices of their communities.

5. State-Aligned, Student-Centered Curriculum

While maintaining flexibility, the school ensures that all students are prepared for state assessments and graduation by aligning its curriculum to **Hawai'i State Standards**. However, it goes beyond standardized testing to provide:

- **Innovative Assessments:** In addition to state assessments, the school uses formative assessments to monitor student progress and make real-time adjustments to instruction.
- **Real-World Application:** Students engage in project-based learning and **service learning**, where they solve real-world problems while applying academic content and contributing to their community.

6. Teacher Capacity Building and Specialized Training

The school provides teachers with specialized training on:

- **Culturally Responsive Pedagogy:** Teachers are trained to integrate Hawaiian culture and values into their lessons, fostering an inclusive and relevant learning environment.
- **Virtual/Blended Instruction:** Staff are provided with professional development focused on effectively teaching in a virtual/blended environment, ensuring that they can deliver high-quality, engaging instruction across both settings.
- **Data-Driven Instruction:** Teachers are trained to use data from assessments to adapt their teaching practices, ensuring they meet the individual needs of all students.

7. Scaffolded Instruction for High-Need Students

The school is particularly focused on meeting the needs of **high-need students**, including students from low-income families and those in rural, isolated areas. Miloli'i Charter School supports these students by providing:

- **Targeted Interventions:** Through MTSS, the school ensures that students who are struggling receive the support they need to catch up to grade level.
- **Enrichment Opportunities:** High-achieving students will receive advanced coursework and enrichment activities, allowing them to thrive academically and reach their full potential.

Conclusion

Miloli'i Charter School's commitment to **culturally relevant education, virtual/blended learning, and equitable support systems** makes it a unique and innovative educational option for students in rural, underserved communities. By addressing both the academic and cultural needs of students, the school provides an inclusive and rigorous learning environment that is grounded in Hawaiian values and responsive to the challenges faced by students in remote areas of Hawai'i Island.

SUBMITTING ATTACHMENTS?

- ☒ NO. There is no attachment submitted for this question.
☐ YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: VBL Question 10 – Attachment 1, VBL Question 10 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

QUESTION 11

What process was used to decide on the proposed blended/virtual learning curriculum and model/mode of delivery?

EVALUATION CRITERIA: Instructional Program Quality

Applications will be considered having met the criteria for this section when the applicant provides:

- A virtual/blended instructional program that assimilates the virtual/blended guidelines, and aligns to the stated mission and vision for all curriculum, instruction, and assessments.
- A decision-making process that includes:
 - knowledge of the diversity of student needs in the community;
 - addressing the proposed scope and sequence design;
 - other measures to monitor progress; and
 - incorporation of MTSS to meet all students' needs.
- Demonstrate an understanding of the State assessments and the role those assessments play in the design of the proposed school's curriculum, instruction, and assessment.
- A weekly instructional schedule for each grade level band

NARRATIVE SECTION:

The decision to implement a **blended/virtual learning** model at Miloli'i Charter School was a **collaborative, data-driven process** that involved key stakeholders, including educators, administrators, parents, community members, and experts in online and hybrid education. This model was chosen to meet the diverse needs of our students, particularly those in rural and underserved areas, where access to educational resources and traditional schooling is limited. The goal was to design an educational system that aligns with the school's mission and vision, ensures academic rigor, and addresses both the technological needs and the cultural contexts of the students served.

1. Identifying Student Needs and Contextual Factors

To ensure that the blended/virtual learning model meets the unique needs of the community, the process began with a comprehensive assessment of the **diverse student populations** in the **Puna, Ka'ū, and Miloli'i** districts, focusing on their specific educational and social challenges. The key factors considered included:

- **Geographic isolation:** Many students live in remote areas where transportation and access to traditional schooling are barriers to education.
- **Socioeconomic status:** A significant portion of the community is from low-income families, making access to educational resources like technology and internet connectivity a challenge.
- **Cultural context:** Recognizing the importance of maintaining Native Hawaiian culture and values in the curriculum, the blended model needed to allow for both **academic rigor** and **cultural relevance**.
- **Student engagement:** Virtual and blended learning models were evaluated for their potential to increase engagement among students, especially those who might struggle with traditional classroom settings.

2. Collaboration with Stakeholders

The development of the blended/virtual learning model involved active collaboration with various stakeholders:

- **Teachers and Staff:** Teachers contributed their expertise in curriculum design, instructional strategies, and familiarity with student learning needs. They were involved in selecting appropriate learning platforms and tools that would be effective in both in-person and online settings.
- **Community Input:** Through surveys, town hall meetings, and focus groups, parents and community members were asked about their preferences and concerns regarding virtual and blended learning. This input helped ensure the model would be culturally relevant and practical.
- **Educational Experts:** The school consulted with experts in **blended learning**, **online platforms**, and **technology integration** to ensure that the chosen tools and strategies would be pedagogically sound and technically feasible.
- **Students:** Feedback from students about their past experiences with technology in learning was also considered, ensuring that the curriculum and delivery method would engage and empower them.

3. Aligning to the Mission and Vision

The chosen curriculum and model align closely with the school's mission to provide an **equitable, culturally relevant education** that prepares students for both college and career success while fostering a strong connection to their cultural identity. Key considerations included:

- **Culturally Relevant Content:** The curriculum integrates Hawaiian language, culture, and traditions, ensuring that students remain grounded in their heritage while pursuing academic excellence.
- **Flexible Learning:** The blended model allows students to access learning resources both online and in-person, supporting students at varying academic levels, including those who require additional interventions or enrichment.
- **Academic Rigor:** The curriculum is designed to challenge students through project-based learning, critical thinking, and real-world application of knowledge. The **virtual component** provides opportunities for students to work at their own pace, giving them the ability to master content before moving forward.

4. Scope and Sequence Design

The blended learning model includes both **synchronous** (live, teacher-led) and **asynchronous** (self-paced) elements, creating a balance between direct instruction and independent learning. The **scope and sequence** of the curriculum was developed to ensure continuity across subjects and grade levels. It is structured to:

- Address **State Standards:** The curriculum aligns with **Hawai'i State Standards**, ensuring that students are prepared for **State assessments**.
- Support **MTSS:** The model includes mechanisms for **Multi-Tiered System of Supports (MTSS)**, where students receive targeted interventions based on their individual needs, whether they require additional support or advanced opportunities.

- **Regular Progress Monitoring:** Teachers use data from assessments and classroom performance to adjust instruction and provide ongoing feedback. Data analytics and learning management systems (LMS) track student progress in real-time, helping educators tailor instruction to meet the needs of each learner.

5. Incorporation of MTSS (Multi-Tiered System of Supports)

Incorporating MTSS into the blended/virtual learning model ensures that all students receive the appropriate support to succeed:

- **Tier 1 (Universal Support):** All students receive high-quality, differentiated instruction through the blended model. This includes a mix of whole-group lessons, interactive online modules, and culturally responsive activities.
- **Tier 2 (Targeted Support):** Students who need additional support, such as English Language Learners (ELLs) or those below grade level, receive small-group instruction, both in-person and virtually, with targeted interventions.
- **Tier 3 (Intensive Support):** For students who require more individualized attention, one-on-one support is provided through personalized learning plans, additional tutoring sessions, and customized online resources.

6. Integration of State Assessments

The virtual and blended learning model is aligned to ensure students are prepared for **State assessments**, which play a crucial role in measuring the school's performance and student outcomes. The curriculum is designed to:

- Prepare students for **Hawai'i State assessments** in reading, math, and science, ensuring they develop the necessary skills to succeed in standardized testing.
- Utilize **data** from assessments to monitor student progress, adjust instructional strategies, and provide timely interventions when needed.
- Ensure that the use of online tools and digital platforms supports students in mastering content and skills needed for the assessments while encouraging continuous improvement.

7. Weekly Instructional Schedule for Each Grade Level

The school has developed a **weekly instructional schedule** for each grade band (elementary, middle, high school) that incorporates both virtual and in-person learning. The schedule includes:

- **Synchronous Instruction:** Live sessions for core subjects, cultural lessons, and collaborative learning.
- **Asynchronous Learning:** Independent work, research projects, and interactive online modules to reinforce learning.
- **Enrichment Activities:** Scheduled activities that allow students to explore their interests, engage with their community, and practice cultural traditions.

Conclusion

The decision to implement a **blended/virtual learning model** at Miloli'i Charter School was the result of a careful, collaborative process that considered the diverse needs of the community, aligned with the school's vision, and incorporated research-backed best practices. By offering flexibility, fostering cultural relevance, and using data-driven decision-making, this model ensures that every student receives a high-quality, personalized education that prepares them for success in both academic and real-world contexts.

SUBMITTING ATTACHMENTS?

- ☒ NO. There is no attachment submitted for this question.
☐ YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: VBL Question 11 – Attachment 1, VBL Question 11 – Attachment 2, etc.*
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QUESTION 12

Describe how the proposed blended/virtual learning curriculum is aligned to the Hawai'i State Standards and explain the process used to make this determination.

EVALUATION CRITERIA: Instructional Program Quality

Applications will be considered having met the criteria for this section when the applicant provides:

- A virtual/blended instructional program that assimilates the virtual/blended guidelines, and aligns to the stated mission and vision for all curriculum, instruction, and assessments.
- A decision-making process that includes:
 - knowledge of the diversity of student needs in the community;
 - addressing the proposed scope and sequence design;
 - other measures to monitor progress; and
 - incorporation of MTSS to meet all students' needs.
- Demonstrate an understanding of the State assessments and the role those assessments play in the design of the proposed school's curriculum, instruction, and assessment.
- A weekly instructional schedule for each grade level band

NARRATIVE SECTION:

At Miloli'i Charter School, the **blended/virtual learning curriculum** is intentionally designed to align with the **Hawai'i State Standards** (HSS) in order to ensure that students receive a rigorous, relevant, and comprehensive education. This alignment ensures that all students, regardless of learning modality (in-person or virtual), meet state expectations in **language arts, mathematics, science, social studies**, and other core areas. The curriculum is structured to prepare students for **State assessments** and provide equitable opportunities for academic success, especially for those in rural and underserved communities.

Process for Aligning Curriculum to Hawai'i State Standards

The process for aligning our blended/virtual curriculum to the Hawai'i State Standards involved several key steps:

1. Review and Understanding of Hawai'i State Standards

The first step was a thorough review of the **Hawai'i State Standards** across all subject areas, including the **Common Core State Standards (CCSS)** for **language arts** and **mathematics**, as well as the **Next Generation Science Standards (NGSS)** for science. This review ensured that the school's curriculum would address:

- **Grade-level expectations** for student learning
- **Disciplinary content** (e.g., language arts, math, science, social studies)
- **Critical thinking and problem-solving skills** that are necessary for success in the modern world
- **Cultural relevance** and **social-emotional learning** that aligns with the community's values and needs.

2. Collaboration with Stakeholders

In collaboration with **teachers, administrators, and education experts**, the school developed a process for aligning the blended/virtual curriculum with state standards:

- **Teachers and instructional leaders** worked together to map out the curriculum scope and sequence for each subject, aligning it with the key standards for each grade level.
- **Cultural relevance** was prioritized by incorporating **Native Hawaiian values** and cultural knowledge into the curriculum, ensuring that the content reflects the needs and values of the community, particularly in language arts, social studies, and cultural studies.

3. Curriculum Mapping and Scope & Sequence Design

The next step involved creating a **scope and sequence** for each subject area. This document outlines the progression of skills and content across the grade levels and identifies the **learning objectives** and standards that need to be covered throughout the year. It serves as a roadmap to ensure:

- Every **Hawai'i State Standard** is addressed within the appropriate timeline.
- **Skills building** is gradual and coherent, with a focus on scaffolding content from one grade level to the next.
- **Content delivery** is adaptable to both in-person and virtual environments to meet diverse learner needs.

4. Integration of Virtual and Blended Learning Tools

To ensure students meet the Hawai'i State Standards, the school incorporated various **online platforms, interactive learning tools, and multimedia resources** that align with state standards:

- **Online Curriculum:** Virtual lessons, interactive activities, and assignments are designed to support **state standards** and are aligned to the scope and sequence of the curriculum.
- **Digital Resources:** Educational websites, simulations, and digital books that provide students with access to high-quality, engaging content that complements in-person learning.
- **Assessment Tools:** Digital assessments that mirror the structure and content of the **State assessments**, helping students prepare for the challenges they will face in standardized testing.

5. Continuous Review and Adjustment

The blended/virtual curriculum is **iterative** and flexible. It is regularly reviewed and adjusted based on feedback from:

- **Students:** Insights into how they engage with content, areas where they struggle, and where they excel.
- **Teachers:** Data from student assessments, formative feedback, and observation.
- **State Standards:** Any updates or revisions to state requirements are incorporated to maintain alignment.

- **Student Performance:** By utilizing real-time analytics from our learning management systems (LMS), we monitor student progress and ensure that content delivery aligns with **state expectations**.

How the Curriculum Addresses Student Needs

The blended/virtual curriculum is specifically designed to address the needs of our diverse student population, particularly those in **rural, underserved communities**. The decision-making process was based on the following factors:

- **Equity in Access:** The virtual component ensures that students who may have difficulties attending school in person due to geographic isolation or transportation issues can still access high-quality instruction and resources.
- **Individualized Learning:** The virtual components offer flexibility and personalization, allowing students to progress at their own pace and receive additional support when necessary.
- **Differentiation:** The curriculum includes differentiated pathways to meet the needs of students across a range of academic levels, from those needing additional support (e.g., through MTSS interventions) to those ready for advanced coursework.
- **Community Context:** The curriculum was designed with input from local families and community members, ensuring cultural relevance and community ownership. This includes integrating **Native Hawaiian culture, language**, and values into the content across subject areas.

Monitoring Progress and Addressing Student Needs

Our school employs multiple measures to monitor the progress of students and adjust instruction accordingly:

- **Formative assessments** (quizzes, projects, activities) are embedded within the online and in-person components to track progress toward meeting state standards.
- **Summative assessments** are aligned to state assessments to measure student mastery and ensure readiness for the annual **Hawai'i State Assessments**.
- **MTSS (Multi-Tiered System of Supports)** is used to ensure that all students, regardless of learning needs, receive appropriate interventions. This includes targeted online interventions and in-person support for students who need it.

Weekly Instructional Schedule and State Standards

The **weekly instructional schedule** for each grade band integrates both **synchronous** (live) and **asynchronous** (independent) learning. The schedule includes:

- **Live teacher-led lessons** aligned with state standards in core subjects.
- **Independent assignments and digital activities** that reinforce the learning objectives of the week.
- **Peer collaboration** for group projects and discussions, ensuring students have opportunities to interact and apply state standards in cooperative settings.

Conclusion

The **blended/virtual learning curriculum** at Miloli'i Charter School is meticulously aligned to **Hawai'i State Standards** through a comprehensive and collaborative process. By using a **student-centered approach**, incorporating **state guidelines**, and leveraging **technology** to enhance learning, the curriculum ensures that students are not only prepared for **state assessments** but also for success in their academic and professional futures. The process of constant review, feedback, and adaptation guarantees that our curriculum remains effective and responsive to the needs of our diverse student population.

SUBMITTING ATTACHMENTS?

- ☒ NO. There is no attachment submitted for this question.
☐ YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: VBL Question 12 – Attachment 1, VBL Question 12 – Attachment 2, etc.*
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QUESTION 13

What might a scope and sequence for each grade level served look like?

EVALUATION CRITERIA: Instructional Program Quality

Applications will be considered having met the criteria for this section when the applicant provides:

- A virtual/blended instructional program that assimilates the virtual/blended guidelines, and aligns to the stated mission and vision for all curriculum, instruction, and assessments.
- A decision-making process that includes:
 - knowledge of the diversity of student needs in the community;
 - addressing the proposed scope and sequence design;
 - other measures to monitor progress; and
 - incorporation of MTSS to meet all students' needs.
- Demonstrate an understanding of the State assessments and the role those assessments play in the design of the proposed school's curriculum, instruction, and assessment.
- A weekly instructional schedule for each grade level band

NARRATIVE SECTION:

The **scope and sequence** for each grade level at Miloli'i Charter School will be designed to ensure a coherent and structured educational experience for all students, aligned with the **Hawai'i State Standards (HSS)** and our mission to serve the **underserved communities** of Puna, Ka'u, and Miloli'i. The scope and sequence will address the full range of content areas, including **language arts, mathematics, science, social studies, and Hawaiian culture** while integrating **virtual and blended learning components**.

The scope and sequence will be organized by **subject area, grade level, and quarter/semester** and will emphasize key learning goals, sequencing of content, and the necessary skills students need to progress each year. The curriculum will also reflect the **diversity of student needs**, ensuring a **multi-tiered system of support (MTSS)** is embedded in both the instructional planning and delivery.

As students advance through **grades 6-12**, the **scope and sequence** will evolve to include more advanced content in the following areas:

- **Language Arts:**
 - Reading comprehension with a focus on literary analysis.
 - Writing expository essays and reports.
 - Vocabulary development and spelling.
- **Mathematics:**
 - Understanding multiplication and division.
 - Fractions, measurement, and geometry.
 - Introduction to basic algebra concepts.
- **Science:**
 - Earth science, forces, and basic chemistry concepts.
 - Inquiry-based science investigations.
 - Study of **Hawaiian ecosystems** and natural conservation.
- **Social Studies:**

- Hawaiian history and cultural heritage.
- U.S. history and global connections.
- Economics and basic civics education.
- **Hawaiian Culture:**
 - More in-depth exploration of **Hawaiian monarchy history**, language, and customs.
 - Study of **'Ike Hawai'i** (Hawaiian knowledge) through **place-based learning** and cultural field experiences.

Instructional Support for Diverse Student Needs

To address the diverse learning needs of our student population, the scope and sequence will integrate elements of the **MTSS** framework, ensuring that:

- **Tier 1** (Universal supports) includes high-quality instruction in the blended/virtual format for all students.
- **Tier 2** (Targeted interventions) provides small group instruction, additional online resources, and one-on-one support for students who need extra assistance.
- **Tier 3** (Intensive interventions) offers personalized learning plans with specialized tutoring or mentoring for students who require more focused support.

Additionally, the blended model allows for **asynchronous learning** opportunities where students can work at their own pace, particularly beneficial for students in **rural** areas who may face barriers to synchronous participation. The integration of **technology** in the classroom ensures that students have access to a variety of digital tools, including interactive **learning management systems (LMS)**, which track individual progress and allow for **data-driven decision-making** in adjusting the scope and sequence as needed.

Conclusion

The scope and sequence for each grade level at Miloli'i Charter School is designed to build foundational knowledge and skills while offering **flexibility and adaptability** for students in both **blended and virtual learning environments**. By aligning the curriculum to **Hawai'i State Standards** and addressing the unique needs of our students, the school ensures a **rigorous, culturally relevant, and comprehensive education** that prepares all learners for academic success and lifelong learning.

SUBMITTING ATTACHMENTS?

- ✓ NO. There is no attachment submitted for this question.
- ☐ YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

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QUESTION 14

In addition to the state assessments (i.e., Smarter Balanced Assessment, Kaiapuni Assessment of Educational Outcomes (KĀ'EO), Hawai'i State Alternate Assessment, WIDA), what other measures will be employed to evaluate student progress and growth?

EVALUATION CRITERIA: Instructional Program Quality

Applications will be considered having met the criteria for this section when the applicant provides:

- A virtual/blended instructional program that assimilates the virtual/blended guidelines, and aligns to the stated mission and vision for all curriculum, instruction, and assessments.
- A decision-making process that includes:
 - knowledge of the diversity of student needs in the community;
 - addressing the proposed scope and sequence design;
 - other measures to monitor progress; and
 - incorporation of MTSS to meet all students' needs.
- Demonstrate an understanding of the State assessments and the role those assessments play in the design of the proposed school's curriculum, instruction, and assessment.
- A weekly instructional schedule for each grade level band

NARRATIVE SECTION:

At Miloli'i Charter School, we recognize that state assessments such as the **Smarter Balanced Assessment (SBA)**, **Kaiapuni Assessment of Educational Outcomes (KĀ'EO)**, **Hawai'i State Alternate Assessment**, and **WIDA** are valuable for measuring student proficiency and growth. However, we also understand the need for a more holistic approach to evaluating student progress and growth, particularly for our rural, underserved, socioeconomically disadvantaged (SES) community. To ensure we are accurately capturing the full range of student development, we will employ multiple additional measures beyond state assessments.

1. Formative Assessments

Formative assessments will be used regularly to monitor student understanding and guide instructional decisions. These assessments will include:

- **Exit Tickets:** Quick, informal assessments at the end of each lesson to gauge students' grasp of the content.
- **Quizzes and Unit Tests:** Short, frequent assessments to test mastery of specific content.
- **Classroom Observations:** Teachers will assess student understanding through participation, discussions, and group activities.
- **Peer Assessments:** Encouraging peer feedback on projects or assignments to promote reflective learning.

These assessments will be conducted in **virtual and blended environments** using various platforms and tools, including quizzes, online activities, and written reflections. They will inform our teaching practices by identifying areas where students may need additional support or enrichment.

2. Project-Based Assessments

Project-based learning (PBL) will be integral to the curriculum at Miloli'i Charter School. This approach allows students to apply their learning in real-world contexts.

- **Interdisciplinary Projects:** These projects will be designed to integrate content across subjects like language arts, science, social studies, and Hawaiian culture. For example, a project could involve researching local Hawaiian history and creating a multimedia presentation.
- **Digital Portfolios:** Students will build digital portfolios where they collect and reflect on their work over time, showcasing their learning progress, achievements, and areas for growth.

These project-based assessments will not only evaluate knowledge and skills but also critical thinking, creativity, and collaboration—skills that are essential for success in both school and life.

3. Performance-Based Assessments

Performance-based assessments will provide insight into students' ability to demonstrate skills in practical scenarios, especially in **Hawaiian culture and language** learning.

- **Presentations and Demonstrations:** Students will be tasked with presenting their understanding of topics through oral presentations, digital storytelling, or creative performances, such as **hula** or **mele** (song).
- **Student Exhibitions:** At the end of each quarter or semester, students will present the projects or products they've worked on, demonstrating mastery of the learning objectives.

4. Student Self-Assessment and Reflection

We will encourage students to engage in **self-assessment** and **reflection** as a way to develop **metacognitive skills**.

- **Learning Journals:** Students will keep journals where they reflect on their learning, track their progress, and set goals for the future.
- **Surveys and Feedback Forms:** Regular surveys will gather student feedback on their learning experiences, allowing them to reflect on their strengths and challenges.

Self-assessment helps students take ownership of their learning and builds their ability to identify their own areas for improvement.

5. Teacher and Parent Observations and Feedback

Since Miloli'i Charter School serves a close-knit community, feedback from teachers and parents will play a critical role in monitoring student progress.

- **Parent-Teacher Conferences:** Regular conferences will allow teachers and parents to discuss the child's progress, share observations, and collaboratively set goals for improvement.

- **Teacher Collaborations:** Teachers will meet regularly in professional learning communities (PLCs) to share student data, best practices, and insights to help guide individual student learning.

6. Benchmark Assessments

Miloli'i Charter School will utilize **benchmark assessments** at regular intervals (e.g., beginning, middle, and end of the school year) to track student growth over time.

- **Pre/Post Assessments:** To measure students' progress, we will use pre- and post-assessments to gauge their understanding of key concepts at the start and end of each unit or semester.
- **Online Adaptive Assessments:** These will be used in virtual settings to provide a dynamic measure of students' abilities, adjusting the difficulty of questions based on student responses. These assessments can give a more accurate picture of student growth and achievement.

7. Attendance and Engagement Metrics

In a blended/virtual learning environment, tracking **attendance** and **engagement** is critical for understanding student success.

- **Engagement Tracking:** Teachers will monitor student participation in live lessons, virtual discussions, and interactive assignments. Engagement data will be used to identify at-risk students and tailor interventions.
- **Synchronous and Asynchronous Participation:** The school will track both synchronous (live sessions) and asynchronous (independent or group work done outside live classes) participation. Both will be considered when evaluating overall student growth.

8. Social-Emotional Learning (SEL) Assessments

Given that Miloli'i Charter School serves a socioeconomically disadvantaged community, we will also assess students' **social-emotional well-being** to ensure holistic development.

- **SEL Check-Ins:** Students will participate in periodic check-ins to assess their emotional well-being, motivation, and self-regulation.
- **Behavioral Observations:** Teachers will monitor student interactions, cooperation, and emotional expression in virtual and in-person settings.

9. Community Involvement and Cultural Assessments

Miloli'i Charter School places a significant emphasis on **Hawaiian culture**. Assessments will be integrated into cultural learning and community-based projects:

- **Cultural Projects:** Students will demonstrate understanding through projects that involve community engagement, such as interviewing kūpuna (elders) or participating in **limu (seaweed) restoration projects**.

- **Language Assessments:** In addition to academic assessments, students' language proficiency in 'Ōlelo Hawai'i will be evaluated through regular speaking and writing assessments, including performance in Hawaiian language immersion activities.

Conclusion

In addition to state-mandated assessments, Miloli'i Charter School will employ a variety of measures to evaluate student progress and growth. These include **formative and summative assessments, project-based learning, self-assessments, parent and teacher feedback, and social-emotional check-ins**. This comprehensive approach ensures that we are meeting the diverse needs of our students, tracking their academic progress, and supporting their holistic development. By using multiple measures, we can provide a more complete picture of each student's learning journey and tailor interventions as needed to ensure success.

SUBMITTING ATTACHMENTS?

- ☒ NO. There is no attachment submitted for this question.
☐ YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: VBL Question 14 – Attachment 1, VBL Question 14 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

QUESTION 15

Where and how will state testing be implemented for all students?

EVALUATION CRITERIA: Instructional Program Quality

Applications will be considered having met the criteria for this section when the applicant provides:

- A virtual/blended instructional program that assimilates the virtual/blended guidelines, and aligns to the stated mission and vision for all curriculum, instruction, and assessments.
- A decision-making process that includes:
 - knowledge of the diversity of student needs in the community;
 - addressing the proposed scope and sequence design;
 - other measures to monitor progress; and
 - incorporation of MTSS to meet all students' needs.
- Demonstrate an understanding of the State assessments and the role those assessments play in the design of the proposed school's curriculum, instruction, and assessment.
- A weekly instructional schedule for each grade level band

NARRATIVE SECTION:

At **Miloli'i Charter School**, state testing will be administered in a manner that aligns with both the **Hawai'i State Standards** and the **virtual/blended learning environment** we are proposing. We recognize the importance of state assessments—such as the **Smarter Balanced Assessment (SBA)**, **Kaiaupuni Assessment of Educational Outcomes (KĀ'EO)**, and **WIDA**—to evaluate the academic progress of students. These assessments will be conducted in a structured and accessible way for all students, regardless of whether they are participating in virtual or blended learning environments.

1. Location of State Testing

State testing will be conducted at **Miloli'i Charter School's designated testing site** or at **local community hubs** across **Puna, Ka'ū, and Miloli'i**.

- **Testing Sites:** For students participating in **in-person learning**, testing will take place on the school campus or local partner sites equipped with the necessary technology and infrastructure.
- **Community Testing Centers:** For students in **virtual learning**, we will coordinate with **local libraries, community centers**, or other nearby facilities where students can access secure, quiet environments with the required technological setup to complete the tests.

This ensures that students from rural and remote areas, such as those living in **Ka'ū** or **Miloli'i**, can still take the tests in person at convenient, centralized locations within their communities.

2. Technology and Support for Virtual Students

For students enrolled in the **blended/virtual program**, Miloli'i Charter School will ensure that the **technology infrastructure** is robust enough to support the online testing requirements. This includes:

- **Devices and Connectivity:** We will provide **Chromebooks** or other devices for students who do not have reliable access to technology. The school will also ensure students have access to **high-speed internet** via community hotspots or funding assistance for home internet connectivity.
- **Virtual Proctoring:** If applicable, **virtual proctoring** will be employed for students who cannot attend in-person testing. Teachers or designated proctors will guide students through the process to ensure that testing conditions remain secure and standardized.

Students will also have access to training sessions on how to use the testing platforms to ensure they are familiar with the format before the actual testing days.

3. Testing Schedule and Coordination

The school will work with the **Hawai'i State Department of Education (DOE)** to align with the official testing schedule for state assessments. These testing windows will be **publicized well in advance** to ensure students and their families are prepared.

- For **virtual students**, we will send **detailed instructions** on when and where they will need to report for testing.
- **Transportation** will be provided for students who need assistance in getting to the testing sites in the rural areas we serve, if necessary.

For **students with disabilities**, accommodations will be provided as outlined in their Individualized Education Plans (IEPs) or **504 Plans**. This may include extended time, assistive technology, or alternative testing arrangements.

4. Monitoring State Testing Participation and Results

The school's **data coordinator** will track student participation and completion of state assessments. We will work closely with parents, students, and local community centers to ensure no student is overlooked. After testing, the school will use the results to:

- Evaluate overall student performance and growth.
- **Identify achievement gaps** and areas where additional support is needed.
- Adjust instructional practices as necessary to align with the state standards and student needs.

We will also monitor individual student results from **state assessments** to identify at-risk students and provide the appropriate interventions, using **Multi-Tiered System of Supports (MTSS)**.

5. Integration with Curriculum and Instruction

Miloli'i Charter School will use state assessment results to inform curriculum and instructional practices. The results will be analyzed in conjunction with **other student progress measures** (such as formative assessments and project-based assessments) to identify both areas of strength and weakness.

This data will be used to:

- **Personalize learning** for students in a virtual or blended model, making adjustments where needed.
- Implement additional **interventions** and enrichment activities, ensuring that students who may be struggling receive the support they need.

Conclusion

State testing will be implemented in a way that is accessible, equitable, and coordinated for all students at Miloli'i Charter School. Whether students are attending in-person, virtually, or through a blended model, we will ensure that they have the tools, resources, and support they need to succeed. The tests will be used to monitor academic progress, inform instructional adjustments, and ensure that Miloli'i Charter School is meeting the educational needs of its students.

SUBMITTING ATTACHMENTS?

- ☒ NO. There is no attachment submitted for this question.
☐ YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

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QUESTION 16

How will staff monitor progress and ensure that students are meeting the required standards?

EVALUATION CRITERIA: Instructional Program Quality

Applications will be considered having met the criteria for this section when the applicant provides:

- A virtual/blended instructional program that assimilates the virtual/blended guidelines, and aligns to the stated mission and vision for all curriculum, instruction, and assessments.
- A decision-making process that includes:
 - knowledge of the diversity of student needs in the community;
 - addressing the proposed scope and sequence design;
 - other measures to monitor progress; and
 - incorporation of MTSS to meet all students' needs.
- Demonstrate an understanding of the State assessments and the role those assessments play in the design of the proposed school's curriculum, instruction, and assessment.
- A weekly instructional schedule for each grade level band

NARRATIVE SECTION:

At **Miloli'i Charter School**, we recognize that monitoring student progress is crucial to ensuring that all students meet the required standards. Our approach to progress monitoring will be comprehensive, individualized, and grounded in data-driven decision-making. We will utilize a combination of **formative assessments**, **state assessments**, **project-based assessments**, and **feedback mechanisms** to track and support each student's learning journey. Additionally, we will implement the **Multi-Tiered System of Supports (MTSS)** framework to ensure that all students' needs are met.

1. Use of Formative and Summative Assessments

Formative assessments will be used regularly in the classroom to monitor student progress on an ongoing basis. These assessments help us gauge whether students are mastering specific skills and concepts throughout the academic year. Examples of formative assessments include:

- **Quizzes and unit tests**
- **Teacher observations** of student participation and performance
- **Student reflections** and self-assessments
- **Portfolios** of student work
- **Exit tickets** (quick in-class checks for understanding)

Summative assessments, including the **state assessments** such as the **Smarter Balanced Assessment (SBA)** and **Kaipuni Assessment of Educational Outcomes (KĀ'EO)**, will be used to evaluate overall student performance at the end of instructional units or the academic year. These tests will serve as a benchmark to determine if students have met the required academic standards.

2. Individualized Learning Progression

Given that Miloli'i Charter School serves a diverse student population, including students from rural and underserved communities, we will create individualized **learning progression plans**. Each student's academic progress will be tracked against the **Hawai'i State Standards**, ensuring that they are meeting grade-level expectations. This will include:

- **Personalized learning goals** based on formative and summative assessments.
- Adjustments to the **scope and sequence** of curriculum for students who need additional support or enrichment.
- Regular **check-ins** with students and families to discuss progress and address any challenges.

3. Data-Driven Instruction and Feedback

Staff will regularly analyze assessment data to inform instructional decisions. This data-driven approach will ensure that the curriculum is aligned to student needs, and that adjustments are made where necessary. Teachers will use this data to:

- **Group students** based on their learning needs for targeted instruction (e.g., small group or one-on-one tutoring sessions).
- Adjust **teaching strategies** based on student performance and learning styles.
- **Provide timely and actionable feedback** to students, helping them understand their strengths and areas for improvement.

4. Incorporation of MTSS (Multi-Tiered System of Supports)

MTSS is a critical component of our strategy to monitor student progress and provide targeted interventions. The school will implement a tiered approach to support students at different levels of need:

- **Tier 1 (Universal)**: High-quality instruction and interventions for all students. Teachers will provide differentiated instruction in both the blended and virtual settings.
- **Tier 2 (Targeted)**: For students who are identified as needing additional support, targeted interventions will be implemented, such as small group instruction, additional tutoring, and specialized academic support.
- **Tier 3 (Intensive)**: For students who require intensive interventions, individualized programs will be designed with the help of our special education team, learning support staff, and counselors.

5. Regular Progress Meetings

Regular meetings will be held among **teachers, administrators, and staff** to review student progress and discuss how to best support each student's academic journey. These meetings will be used to:

- **Identify students who need additional interventions** or support services.
- Adjust instructional approaches based on data.
- Ensure **continuous communication** with parents/guardians regarding student progress and support efforts.

6. Parent and Family Engagement

Families will be integral partners in monitoring their child's progress. Miloli'i Charter School will regularly communicate with parents/guardians through:

- **Progress reports** that include detailed information on assessment results, goals, and areas of improvement.
- **Parent-teacher conferences**, where parents will have the opportunity to ask questions and discuss their child's progress.
- **Family engagement events** that encourage open communication between school and home, and help parents understand how they can support their child's learning.

7. Technology Integration and Online Tools

As a blended/virtual school, we will leverage technology to track and monitor student progress. Teachers will use **learning management systems (LMS)**, such as Google Classroom or other platforms, to:

- Track student completion of assignments and quizzes.
- Offer **real-time feedback** on student work.
- Analyze **data reports** from digital assessments, helping us quickly identify areas where students may be struggling.

8. Academic Support Services

In addition to regular monitoring and assessment, students who show signs of falling behind or struggling with the curriculum will have access to:

- **Academic coaching** and **tutoring services** (in-person or virtual) for additional support.
- Specialized interventions for students with **special educational needs** or who are **English language learners**.

Conclusion

At Miloli'i Charter School, progress monitoring will be an ongoing, multi-faceted process designed to ensure that each student is meeting the required academic standards. Through **data analysis**, **individualized support**, and a **comprehensive MTSS framework**, we will ensure that all students receive the help they need to succeed. Our approach is grounded in the belief that monitoring progress is not just about tracking academic achievement but also about identifying the needs of the whole child and responding accordingly. By continually assessing and adjusting our instructional practices, we aim to provide every student with the opportunity to excel.

SUBMITTING ATTACHMENTS?

☒ NO. There is no attachment submitted for this question.

☐ YES. There are attachment(s) submitted for this question.

Select # of attachments number of attachments submitted.

Notes:

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QUESTION 17

How will students demonstrate subject mastery leading to eligibility for promotion?

EVALUATION CRITERIA: Instructional Program Quality

Applications will be considered having met the criteria for this section when the applicant provides:

- A virtual/blended instructional program that assimilates the virtual/blended guidelines, and aligns to the stated mission and vision for all curriculum, instruction, and assessments.
- A decision-making process that includes:
 - knowledge of the diversity of student needs in the community;
 - addressing the proposed scope and sequence design;
 - other measures to monitor progress; and
 - incorporation of MTSS to meet all students' needs.
- Demonstrate an understanding of the State assessments and the role those assessments play in the design of the proposed school's curriculum, instruction, and assessment.
- A weekly instructional schedule for each grade level band

NARRATIVE SECTION:

At **Miloli'i Charter School**, students will demonstrate subject mastery through a combination of **formative assessments**, **summative assessments**, and **project-based learning**. These measures will ensure that students meet the academic standards required for promotion to the next grade level. We will employ a comprehensive approach that integrates state standards, personalized learning pathways, and a Multi-Tiered System of Supports (MTSS) to ensure every student has the opportunity to succeed.

1. Demonstrating Mastery Through Assessments

Formative assessments (ongoing assessments used during instruction) will provide valuable insights into a student's understanding of the subject matter. These assessments may include:

- **Quizzes, tests, and classwork** to measure understanding.
- **Teacher observations** and **student self-assessments**.
- **Portfolios** of student work that demonstrate growth over time.

For students to be eligible for promotion, they must demonstrate consistent mastery of key learning objectives as outlined in the **Hawai'i State Standards** for each subject. Students must meet or exceed benchmarks in these formative assessments to ensure they are on track for grade-level mastery.

2. Summative Assessments (State Testing and Final Evaluations)

In addition to ongoing formative assessments, **summative assessments**—including the **Smarter Balanced Assessment (SBA)**, the **Kaipuni Assessment of Educational Outcomes (KĀ'EO)** for Hawaiian language immersion students, and other state exams—will play a key role in determining whether students have mastered the necessary content to move to the next grade level.

- **State testing** results will provide a final evaluation of students' proficiency in core subjects (e.g., English Language Arts, Math, Science).
- These assessments will be used to gauge whether a student has achieved the required academic standards for promotion, with particular focus on grade-level proficiency in reading, writing, and math.

3. Project-Based Learning and Performance Assessments

To ensure students demonstrate practical understanding, we will incorporate **project-based learning** (PBL), where students complete comprehensive projects that integrate multiple subject areas. PBL will be used as an indicator of:

- **Application of skills and knowledge** in real-world contexts.
- **Collaboration, problem-solving, and critical thinking** abilities.
- **Creativity and innovation** in presenting knowledge and solutions.

A successful PBL will count toward promotion eligibility, as students will need to demonstrate their ability to apply learned concepts in practical and meaningful ways.

4. Mastery of Key Competencies for Grade-Level Promotion

The key competencies students must master to be promoted will be specific to grade level standards but will generally include:

- **Reading comprehension:** Ability to read grade-level texts and demonstrate understanding through writing or verbal assessments.
- **Mathematical reasoning and problem-solving:** Ability to apply mathematical concepts to solve problems.
- **Writing proficiency:** Ability to write coherent, organized, and clear compositions in a variety of formats (e.g., essays, reports, creative writing).
- **Social Studies and Science understanding:** Knowledge of fundamental concepts in history, geography, and basic scientific principles.

Students must meet proficiency standards in these core areas to be considered for promotion.

5. Use of MTSS for Support and Intervention

For students who struggle to demonstrate subject mastery, the **Multi-Tiered System of Supports (MTSS)** will be implemented to provide additional resources:

- **Tier 1:** High-quality differentiated instruction in the regular classroom setting.
- **Tier 2:** Targeted interventions, such as small group work or tutoring, to address specific learning gaps.
- **Tier 3:** Intensive, individualized support for students with persistent learning challenges. This could involve working with a special education team, learning support specialists, or language support programs for English learners.

If students still have gaps in subject mastery after receiving intervention and support, they may be provided additional time to demonstrate mastery before a final decision on promotion is made.

6. Teacher and Family Collaboration

Promotion decisions will involve **ongoing communication** between teachers, students, and families. Teachers will meet regularly with parents to review student progress and discuss interventions when necessary. Additionally:

- **Progress reports** will be sent home regularly to ensure families are informed of their child's performance.
- **Parent-teacher conferences** will allow for collaborative discussions about student needs and the supports required for success.

7. Final Review and Eligibility for Promotion

Ultimately, the decision for promotion will be based on a combination of:

- **Successful mastery** of the curriculum as demonstrated by assessments and projects.
- **Consistency in meeting academic standards** across the school year.
- **Successful completion of any required intervention or support programs** where applicable.

Promotion to the next grade level will be contingent on meeting or exceeding grade-level expectations in all core subject areas, with special attention to areas where students have received additional support.

Conclusion

At Miloli'i Charter School, our approach to promoting students will be thorough, equitable, and designed to address the individual needs of every learner. By using a mix of **formative assessments, summative assessments, project-based learning, and targeted interventions**, we will ensure that each student has the skills and knowledge necessary for success in the next grade level. Our goal is to create an environment where students demonstrate mastery not just through tests, but through meaningful learning experiences that prepare them for the future.

SUBMITTING ATTACHMENTS?

- ☒ NO. There is no attachment submitted for this question.
☐ YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

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QUESTION 18

How will struggling students be identified and supported?

EVALUATION CRITERIA: Instructional Program Quality

Applications will be considered having met the criteria for this section when the applicant provides:

- A virtual/blended instructional program that assimilates the virtual/blended guidelines, and aligns to the stated mission and vision for all curriculum, instruction, and assessments.
- A decision-making process that includes:
 - knowledge of the diversity of student needs in the community;
 - addressing the proposed scope and sequence design;
 - other measures to monitor progress; and
 - incorporation of MTSS to meet all students' needs.
- Demonstrate an understanding of the State assessments and the role those assessments play in the design of the proposed school's curriculum, instruction, and assessment.
- A weekly instructional schedule for each grade level band

NARRATIVE SECTION:

To effectively identify and support struggling students, Milolii Charter School will implement a comprehensive virtual/blended instructional program that aligns with the school's mission and vision. The following elements will be incorporated:

1. Virtual/Blended Instructional Program

- **Alignment with Guidelines:** The program will adhere to virtual/blended learning guidelines, ensuring a cohesive approach across all curriculum areas. Instructional strategies will be designed to meet diverse learning needs, promoting engagement and success for all students.

2. Decision-Making Process

- **Knowledge of Diversity:** The program will incorporate an understanding of the diverse needs within the student community, including cultural, linguistic, and socio-economic factors. This knowledge will guide the development of tailored supports.
- **Scope and Sequence Design:** A structured scope and sequence will be established to ensure that all students receive a consistent and comprehensive education. This design will outline what students need to learn and the order in which concepts will be taught.
- **Monitoring Progress:** Various measures will be implemented to monitor student progress, including:
 - Regular formative assessments.
 - Data analysis from ongoing assessments to identify students who may be struggling.
 - Feedback loops involving teachers, students, and parents to ensure timely interventions.

- **Incorporation of MTSS:** The Multi-Tiered System of Supports (MTSS) framework will be employed to address the needs of all students. This includes:
 - Tier 1: Universal supports for all students.
 - Tier 2: Targeted interventions for students identified as needing additional support.
 - Tier 3: Intensive, individualized interventions for students with significant challenges.

3. Understanding State Assessments

- **Role of State Assessments:** Milolii Charter School will demonstrate an understanding of state assessments by:
 - Integrating assessment data into the curriculum design to identify areas of strength and weakness.
 - Using assessment results to inform instructional adjustments and interventions, ensuring alignment with state standards and expectations.
- **Curriculum, Instruction, and Assessment Design:** The curriculum will be designed to prepare students for state assessments while also providing meaningful learning experiences. Instructional practices will be informed by assessment data to continually improve student outcomes.

4. Weekly Instructional Schedule

A sample weekly instructional schedule for each grade level band will be developed to ensure consistent delivery of content and support for all students. This schedule will include:

- **Daily Learning Blocks:** Designated time for core subjects (math, reading, science, social studies).
- **Intervention Time:** Specific periods for targeted interventions based on student needs.
- **Collaboration Time:** Opportunities for students to engage in group work and collaborative projects.
- **Assessment Days:** Time allocated for assessments and reflection on learning.

Conclusion

By implementing this comprehensive approach, Milolii Charter School will effectively identify and support struggling students, ensuring that all learners have the resources and assistance needed to succeed in a virtual/blended learning environment. This commitment to understanding and addressing the diverse needs of students will foster a culture of academic achievement and personal growth.

SUBMITTING ATTACHMENTS?

✓ NO. There is no attachment submitted for this question.

- ☐ YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: VBL Question 18 – Attachment 1, VBL Question 18 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

QUESTION 19

What does the weekly instructional schedule look like for each grade band (i.e. elementary, middle, high)?

EVALUATION CRITERIA: Instructional Program Quality

Applications will be considered having met the criteria for this section when the applicant provides:

- A virtual/blended instructional program that assimilates the virtual/blended guidelines, and aligns to the stated mission and vision for all curriculum, instruction, and assessments.
- A decision-making process that includes:
 - knowledge of the diversity of student needs in the community;
 - addressing the proposed scope and sequence design;
 - other measures to monitor progress; and
 - incorporation of MTSS to meet all students' needs.
- Demonstrate an understanding of the State assessments and the role those assessments play in the design of the proposed school's curriculum, instruction, and assessment.
- A weekly instructional schedule for each grade level band

NARRATIVE SECTION:

For **Miloli'i Charter School**, the weekly instructional schedule for each grade band (elementary, middle, and high school) will be designed to blend both synchronous and asynchronous learning in a virtual/blended model. The schedule will ensure that students receive a well-rounded education aligned to Hawai'i State Standards while maintaining flexibility for students in rural areas.

Middle School (Grades 6-8) Weekly Instructional Schedule

Monday - Friday (Synchronous and Asynchronous Learning)

- **Total Instructional Time:** 25-30 hours per week
- **Synchronous Sessions** (3-4 hours per day): Core subjects (language arts, math, science, social studies) will be taught via live instruction. There will also be virtual group activities, project-based learning, and interactive discussions.
- **Asynchronous Tasks** (2-3 hours per day): Students will have assigned independent tasks like watching instructional videos, reading, completing online assessments, and assignments.

Sample Schedule:

- **Morning Sessions (Live Instruction)**
 - 8:00 AM - 9:30 AM: Language Arts (Synchronous)
 - 9:45 AM - 11:00 AM: Math (Synchronous)
- **Midday Break**
- **Afternoon Sessions (Independent Learning and Check-ins)**
 - 12:30 PM - 1:30 PM: Science (Synchronous)
 - 1:45 PM - 3:00 PM: Social Studies (Synchronous)
- **Optional Office Hours or Small Group Sessions for Additional Support**
 - 3:00 PM - 4:00 PM

Weekly Electives/Rotation:

- **Art, PE, Technology, Foreign Language:** 1-2 days a week based on teacher availability and student needs.

High School (Grades 9-12) Weekly Instructional Schedule

Monday - Friday (Synchronous and Asynchronous Learning)

- **Total Instructional Time:** 30-35 hours per week
- **Synchronous Sessions** (4-5 hours per day): Core subjects (English, math, science, social studies), including both live instruction and discussions. Advanced courses such as electives or college prep may be offered.
- **Asynchronous Tasks** (2-3 hours per day): Students will complete assignments and independent learning tasks like essays, projects, lab reports, and research work. Students will also be able to access recorded lessons and other materials.

Sample Schedule:

- **Morning Sessions (Live Instruction)**
 - 8:00 AM - 9:30 AM: English/Language Arts (Synchronous)
 - 9:45 AM - 11:15 AM: Math (Synchronous)
- **Midday Break**
- **Afternoon Sessions (Independent Learning and Check-ins)**
 - 12:30 PM - 1:30 PM: Science (Synchronous)
 - 1:45 PM - 3:00 PM: Social Studies (Synchronous)
- **Evening Sessions (Optional)**
 - 3:30 PM - 4:30 PM: College Prep or Elective courses (Synchronous or Asynchronous as needed)

Weekly Electives (Rotating or Specialized):

- **PE, Art, Music, Technology, Foreign Language:** Scheduled based on student schedules, with options for self-paced learning or small group sessions.
- **College and Career Counseling:** Optional advisory sessions available weekly.

Key Features Across All Grade Bands:

- **Synchronous Learning:** All students will have access to live lessons with teachers, where they can ask questions, interact with peers, and participate in group discussions.
- **Asynchronous Learning:** Independent tasks will help reinforce learning, and students can work at their own pace, with built-in flexibility for students in rural areas.
- **MTSS Integration:** Students requiring additional support will be offered more personalized interventions either in small groups or during office hours with teachers.

- **State Testing Preparation:** Specific weekly sessions leading up to state assessments (like the Smarter Balanced and KĀ'EO) will be implemented to ensure that students are fully prepared for these tests.
- **Project-Based Learning (PBL):** For deeper learning, students will engage in project-based learning, allowing them to demonstrate mastery in real-world contexts and subject areas.
- **Culturally Relevant Learning:** The curriculum will reflect the cultural needs of the Miloli'i and surrounding areas, ensuring local knowledge and practices are incorporated into the learning process.

Conclusion

The weekly instructional schedule at Miloli'i Charter School is designed to provide a structured yet flexible learning environment. By balancing synchronous and asynchronous learning with strong student support, we aim to meet the diverse needs of students in rural communities, while ensuring they are prepared for academic success. Each grade band's schedule is crafted to align with state standards while integrating project-based learning, extracurricular activities, and state test preparation.

SUBMITTING ATTACHMENTS?

- ☒ NO. There is no attachment submitted for this question.
☐ YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: VBL Question 19 – Attachment 1, VBL Question 19 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

QUESTION 20

What specific training have the proposed teacher(s) and administrator(s) completed that addresses the unique needs of virtual and/or blended learning?

EVALUATION CRITERIA: Teacher and Administrator Quality to run a Virtual/Blended School/Program

Applications will be considered having met the criteria for this section when the applicant provides:

- A professional development and training plan that addresses:
 - the unique needs of virtual and/or blended learning for all faculty, staff and administration;
 - the specialized qualifications required of administrator(s) to evaluate, manage, and support teachers of virtual and/or blended learning students; and,
 - evidence that on-going professional development and support will be provided.

NARRATIVE SECTION:

For **Miloli'i Charter School**, the training and professional development for teachers and administrators will be specifically tailored to meet the unique demands of a virtual and blended learning environment. Given the rural and underserved nature of the student population, as well as the complexities of virtual instruction, the following training strategies will be employed:

Teacher Training for Virtual and Blended Learning

1. Virtual/Blended Learning Pedagogy

- **Completion of Specialized Courses:** Teachers will complete courses focused on **best practices in online and blended instruction**, such as the **International Association for K-12 Online Learning (iNACOL)** courses or **Canvas Network** for Blended Learning.

These courses cover topics such as:

- Designing engaging and interactive online lessons
- Using synchronous and asynchronous learning effectively
- Creating assessments and assignments that are suitable for a virtual setting
- Implementing differentiated instruction and accommodations
- Managing virtual classrooms and fostering online student engagement

2. Technology Training

- **EdTech Tools and Platforms:** Teachers will receive training in the **learning management system (LMS)** used by Miloli'i Charter School (e.g., Google Classroom, Moodle, or Canvas) to ensure they are proficient in setting up courses, assigning tasks, and using communication tools.
- **Digital Literacy:** Teachers will also undergo training to improve their ability to teach students essential **digital literacy** skills, including navigating virtual learning environments, troubleshooting common tech issues, and using digital resources responsibly.

3. Culturally Responsive Teaching in a Virtual Environment

- **Cultural Relevance Training:** Teachers will receive professional development focused on delivering culturally responsive lessons in a virtual context. This includes

understanding the diverse backgrounds of Miloli'i's students from rural areas, including Native Hawaiian culture, language, and community-based learning.

- **Trauma-Informed Practices:** Considering the community's socioeconomic challenges, educators will be trained on **trauma-informed teaching** strategies to support students who may face emotional, social, or academic barriers.

4. **Ongoing Professional Development**

- **Monthly PD Sessions:** Teachers will participate in monthly professional development sessions focusing on emerging best practices in virtual education, strategies for engaging students in remote environments, and using data to drive instruction. These sessions will be a blend of in-house and external expert-led training.
- **Peer Collaboration and Observations:** Teachers will engage in peer observations, where they can share insights and learn from colleagues about effective strategies for virtual and blended learning.
- **Access to a Virtual Teaching Community:** Teachers will have access to an online professional learning community (PLC) where they can collaborate with other educators in similar settings, share resources, and discuss challenges and solutions.

Administrator Training for Managing Virtual/Blended Learning

1. **Leadership in Virtual/Blended Learning**

- **Leadership Courses:** Administrators will complete professional development programs focused on the **leadership of virtual and blended learning programs**, such as those offered by **The Center for Digital Education** or **The National Association of State Boards of Education (NASBE)**. These courses will cover:
 - Managing virtual classrooms and ensuring high-quality delivery of lessons
 - Evaluating teacher performance in a virtual environment, using data to assess effectiveness
 - Leading and supporting teachers in the transition to virtual and blended models
 - Addressing equity and access issues in a remote learning environment
 - Ensuring compliance with state and federal requirements for virtual learning programs

2. **Technology and Data Management**

- **Learning Management Systems (LMS):** Administrators will be trained on overseeing the use of LMS platforms to ensure seamless communication and monitoring of student progress.
- **Data Analytics for Instructional Leadership:** Administrators will be trained on using student performance data (from both formative assessments and state assessments) to support teachers and intervene when necessary. Training will focus on:
 - Interpreting data to identify student needs and monitor progress
 - Implementing **Multi-Tiered Systems of Support (MTSS)** and **Response to Intervention (RTI)** models in a virtual context
 - Using data to identify trends in student performance, teacher effectiveness, and areas needing improvement

3. **Culturally Responsive Leadership**

- **Inclusive Practices:** Administrators will receive training in **culturally responsive leadership** to ensure they can support diverse student needs in a virtual learning environment. This includes promoting inclusivity, equity, and community-based learning practices in a virtual context.
4. **Ongoing Administrator Support**
- **Bi-monthly Leadership Development Sessions:** Administrators will engage in bi-monthly training sessions with a focus on leadership challenges specific to virtual/blended learning environments.
 - **Support from Virtual Education Experts:** Administrators will receive on-demand consultation from experts in virtual education for guidance on managing virtual classrooms and navigating technological challenges.

Evidence of Ongoing Professional Development and Support

- **Regular Evaluations and Feedback Loops:** Teachers and administrators will engage in **cyclical performance evaluations** to assess how well virtual/blended learning objectives are being met. These evaluations will inform ongoing PD needs.
- **Mentorship and Peer Support:** New teachers and administrators will be paired with experienced mentors who have expertise in virtual learning models.
- **Online Resource Hub:** Teachers and administrators will have access to an online repository of resources (lesson plans, research articles, webinar links, etc.) to support continuous professional growth.
- **External Partnerships:** The school will maintain partnerships with external professional organizations such as **iNACOL** and **EdTech companies** to provide continuous access to cutting-edge training and certifications related to virtual education.

Conclusion

Through a comprehensive and structured training program, Miloli'i Charter School will ensure that all teachers and administrators are prepared to effectively lead a virtual and blended learning environment. The professional development plan will provide the ongoing support, resources, and guidance necessary to meet the needs of the students and ensure that the program delivers high-quality instruction that is culturally relevant, academically rigorous, and tailored to the unique needs of the Miloli'i community.

SUBMITTING ATTACHMENTS?

- ☒ NO. There is no attachment submitted for this question.
☐ YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: VBL Question 20 – Attachment 1, VBL Question 20 – Attachment 2, etc.*

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QUESTION 21

What are the qualifications of administrator(s) to evaluate, manage, and support teachers of virtual and/or blended learning students?

EVALUATION CRITERIA: Teacher and Administrator Quality to run a Virtual/Blended School/Program

Applications will be considered having met the criteria for this section when the applicant provides:

- A professional development and training plan that addresses:
 - the unique needs of virtual and/or blended learning for all faculty, staff and administration;
 - the specialized qualifications required of administrator(s) to evaluate, manage, and support teachers of virtual and/or blended learning students; and,
 - evidence that on-going professional development and support will be provided.

NARRATIVE SECTION:

To ensure effective evaluation, management, and support for teachers in a virtual and blended learning environment, Miloli'i Charter School will establish criteria for the qualifications of its administrators. The following elements will be considered essential:

1. Specialized Educational Background

- **Degree Requirements:** Administrators should hold advanced degrees in education, educational leadership, or a related field, with a focus on instructional technology or online education.
- **Certification:** Administrators will be required to have relevant certifications in educational leadership and online teaching methodologies.

2. Experience in Virtual and Blended Learning

- **Proven Track Record:** Administrators must have prior experience in leading or teaching in virtual or blended learning environments, demonstrating an understanding of the unique challenges and opportunities these settings present.
- **Familiarity with Best Practices:** Knowledge of evidence-based practices for online instruction and student engagement is crucial for effective leadership.

3. Professional Development and Training Plan

- **Tailored Training Programs:** The professional development plan will address the specific needs of faculty, staff, and administration regarding virtual and blended learning. This includes training on:
 - Effective online instructional strategies.
 - Technology integration in teaching and assessment.
 - Data analysis for monitoring student progress in a virtual setting.

4. Support for Teachers

- **Coaching and Mentorship:** Administrators will be equipped to provide ongoing support through coaching and mentoring, helping teachers refine their instructional practices based on feedback and observed needs.
- **Facilitation of Collaboration:** Administrators will create opportunities for teachers to collaborate and share resources, fostering a community of practice focused on continuous improvement.

5. Evidence of Ongoing Professional Development

- **Continuous Learning Culture:** The administration will commit to ongoing professional development for themselves and for teachers, ensuring that all staff remain current with the latest trends and technologies in virtual education.
- **Regular Assessments of Professional Development Needs:** Administrators will regularly assess the professional development needs of staff through surveys and evaluations to tailor training programs accordingly.

Conclusion

By ensuring that its administrators possess specialized qualifications and experience in virtual and blended learning, Milolii Charter School aims to create a supportive and effective environment for both teachers and students. This framework facilitates high-quality instruction and continuous growth in the virtual educational landscape.

Can you provide examples of effective professional development plans for virtual learning?
What specific qualifications should we prioritize when hiring administrators for this role?

SUBMITTING ATTACHMENTS?

- ☒ NO. There is no attachment submitted for this question.
☐ YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

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QUESTION 22

How will the school provide professional development and support to virtual and/or blended learning teachers?

EVALUATION CRITERIA: Teacher and Administrator Quality to run a Virtual/Blended School/Program

Applications will be considered having met the criteria for this section when the applicant provides:

- A professional development and training plan that addresses:
 - the unique needs of virtual and/or blended learning for all faculty, staff and administration;
 - the specialized qualifications required of administrator(s) to evaluate, manage, and support teachers of virtual and/or blended learning students; and,
 - evidence that on-going professional development and support will be provided.

NARRATIVE SECTION:

Milolii Charter School is committed to equipping virtual and blended learning teachers with the necessary skills and resources to enhance their teaching practices. The school will provide professional development and support through the following strategies:

1. Comprehensive Training Programs

- **Initial Onboarding:** New teachers will participate in an extensive onboarding program focusing on virtual and blended learning methodologies, tools, and best practices.
- **Ongoing Professional Development:** Regular workshops and training sessions will be offered throughout the school year, covering topics such as:
 - Engaging students in a virtual environment.
 - Differentiation techniques for diverse learners.
 - Effective use of educational technology to enhance learning.

2. Collaborative Learning Opportunities

- **Professional Learning Communities (PLCs):** Teachers will be encouraged to join PLCs to collaborate, share resources, and discuss challenges associated with virtual and blended instruction.
- **Peer Mentoring:** Experienced educators will mentor less experienced teachers, providing guidance and support in navigating virtual teaching.

3. Access to Resources

- **Resource Library:** A digital library will be maintained, offering access to instructional materials, lesson plans, and technology guides to support effective teaching practices.
- **Technical Support:** Dedicated IT staff will be available to assist teachers with technology issues, ensuring smooth operation of virtual learning platforms.

4. Data-Driven Decision Making

- **Feedback Mechanisms:** Teachers will receive constructive feedback through observations and data analysis, allowing them to refine their instructional strategies.
- **Monitoring Student Progress:** Training will be provided on analyzing student performance data to inform instruction and interventions.

5. Focus on Teacher Well-Being

- **Wellness Initiatives:** The school will implement programs supporting teacher wellness and mental health, recognizing the importance of a balanced work-life approach.
- **Flexible Scheduling:** Professional development sessions will be scheduled at various times to accommodate teachers' needs.

Conclusion

By establishing a comprehensive framework for professional development and support, Miloli'i Charter School will ensure that virtual and blended learning teachers are well-prepared to deliver high-quality education and foster student success in a dynamic learning environment.

SUBMITTING ATTACHMENTS?

- ☒ NO. There is no attachment submitted for this question.
- ☐ YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: VBL Question 22– Attachment 1, VBL Question 22 – Attachment 2, etc.*
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QUESTION 23

Describe how the proposed blended/virtual learning program will meet the requirements of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 (504).

EVALUATION CRITERIA: Special Education and Section 504 of the Rehabilitation Act of 1973 requirements:

Applications will be considered having met the criteria for this section when the applicant provides:

- Evidence that the proposed blended/virtual learning program will meet all the requirements of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 (504)

NARRATIVE SECTION:

To ensure that the Miloli'i Charter School blended/virtual learning program meets the requirements of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, the following evidence and strategies will be implemented:

1. Compliance with IDEA

- **Individualized Education Programs (IEPs):** The program will ensure that all students with disabilities receive a Free Appropriate Public Education (FAPE) tailored to their individual needs through IEPs. This includes:
 - Collaboration with special education teachers and service providers to develop, implement, and regularly review IEPs for each student.
 - Ensuring that all virtual learning materials and platforms are accessible and meet the specific needs outlined in IEPs.
- **Special Education Services:** The blended/virtual program will provide the necessary special education services, including:
 - Access to special education teachers and related services (e.g., speech, occupational therapy) through virtual platforms.
 - Adaptations and modifications to the curriculum to support diverse learning needs.
- **Professional Development:** Staff will receive training on the legal requirements of IDEA, including understanding disabilities and creating inclusive learning environments, ensuring they are equipped to support students effectively.

2. Compliance with Section 504

- **504 Plans:** For students who qualify under Section 504, the program will develop 504 Plans that outline necessary accommodations and modifications. This includes:
 - Identifying specific supports required for students to access and succeed in the blended/virtual learning environment.
 - Regularly reviewing and updating 504 Plans in collaboration with parents, teachers, and support staff.

- **Accessibility and Accommodations:** The program will ensure that all digital content, platforms, and learning activities are accessible to students with disabilities. This includes:
 - Utilizing assistive technology and resources to support students with various needs.
 - Offering alternative formats for materials (e.g., audio, visual, simplified text) to accommodate different learning styles and capabilities.

3. Evidence of Commitment

- **Documentation of Strategies:** The application will include documentation that outlines specific strategies and resources that will be utilized to ensure compliance with IDEA and Section 504. This may include:
 - A detailed plan for monitoring student progress and the effectiveness of accommodations.
 - Evidence of community involvement and input from families of students with disabilities in developing the program.
- **Collaboration with Specialists:** The program will engage with special education specialists, disability advocates, and community organizations to ensure that the needs of all students are being met effectively and to gather feedback on the program's implementation.

Conclusion

By providing clear evidence of adherence to the requirements of IDEA and Section 504, the Milolii Charter School blended/virtual learning program will create an inclusive and supportive educational environment for all students, particularly those with disabilities. This commitment will ensure that every student has the opportunity to succeed and thrive in their educational journey.

SUBMITTING ATTACHMENTS?

- ☒ NO. There is no attachment submitted for this question.
☐ YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

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