



State Public Charter School Commission 2016-2017 Request for Proposals

Start-up Charter Schools Narrative Proposal Template

**Applications Due:
January 20, 2017, 12:00 Noon, Hawaii Standard Time**

For questions, please contact:

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I. School Overview

A. Executive Summary

Include following elements in your executive summary:

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

North Shore Charter School will be a 7th - 8th grade Public Charter School located on Oahu's North Shore that engages students, families, and faculty in a **Common Core driven, Project and Problem-Based Learning (PBL) curriculum** that combines **technology, live instruction, and community partnerships** to investigate and respond to local, regional, and global issues related to **sustainability, agriculture, marine science, and economic development**.

NSCS will employ cross curricular study, collaboration, formative assessments, and reflection to emphasize the **core values of Mindfulness, Responsibility, Collaboration, and Perseverance** among teachers, administrators, and students to create a rigorous and innovative learning environment for students to become valuable contributors in their communities.

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

NSCS believes that students learn best by experiencing and responding to real world problems. By using Project and Problem-Based Learning (PBL), students at NSCS will become self-directed learners who value education and the impact they can have on local, regional, and global issues. As a result, **graduates of NSCS will have the problem solving and critical thinking skills to be successful students** in high school and college, and future leaders in their respective careers and communities.

3. Geographic Location and Anticipated Student Population. Briefly describe the geographic location and, if known, the address of the facility the proposed school plans to use. Describe the anticipated student population of the area, the students' anticipated educational needs, and the non-academic challenges the proposed school is likely to encounter. Describe what contribution the school will bring to the area.

Pending approval from the Charter School Commission, North Shore Charter School will lease space from the Queen Liliuokalani Church, at 66-090 Kamehameha Hwy, Haleiwa, HI 96712. NSCS will have full access to Emerson Hall, parking and drop-off area adjacent to the hall, and the existing outdoor space on the property during all instructional days.

NSCS primarily seeks to serve 7th - 8th grade students from Mokuleia to Ka'a'awa coming from the Waialua and Kahuku Complex Areas. However, the school enrollment will be open to all 7th - 8th grade Oahu students looking for an alternative public educational option. NSCS is seeking to enroll 100 students in its first year. According to Hawaii DOE [Official Enrollment Count SY 16 - 17](#) Kahuku High and Intermediate, and Waialua High and Intermediate currently enroll a combined total of 720, 7 - 8th graders for the 2016 - 17 school year (479, 241 respectively). Therefore, if the students targeted for enrollment at NSCS only came from the the primary complex areas (Kahuku and Waialua), it would account for approximately 13.9% of the total students in its opening year.

Based on the averages of Kahuku High and Intermediate, and Waialua High and Intermediate Schools for the 2015 - 16 school years, North Shore Charter School anticipates a student population that will include 12% Special Education students (SPED), 3.2% English Language Learners (ELL), and 46.65% of students receiving Free or Reduced-Cost Lunch (FRL). The anticipated student ethnicities coming from these two schools will include an average of 33.9% Native Hawaiian, 24.2% White, 17.6% Filipino, 11.2% Pacific Islander, 2.4% Japanese, 2% Hispanic, and approximately 8.7% coming from other ethnicities (<http://arch.k12.hi.us/kahuku15-16>, <http://arch.k12.hi.us/waialua15-16>).

According to 2014 - 15 Strive HI data on Kahuku High and Intermediate, and Waialua High and Intermediate Schools, 7th, 8th, and 11th grade students scored well below the state average on the 2015 Smarter Balanced Assessment (SBA) in both English Language Arts, and Mathematics ([SBA Scores 2014 - 15](#)). Both Kahuku and Waialua High and Intermediate schools made significant improvements on the SBA in 2016, and almost meet the state averages for academic achievement at each grade level ([StriveHI Kahuku H & I 15 - 16](#), [StriveHI Waialua H & I 15-16](#)). However, according to Strive HI rankings for 2014 -15, and 2015 - 16, both schools rank in the bottom 50% of all DOE schools. Therefore, NSCS anticipates having a student population that will need more engagement with Common Core standards, and SBA style formative and summative assessments to close the achievement gap with students meeting proficiency around the state. NSCS's Project and Problem-Based Learning (PBL) curriculum will not only teach the knowledge and skills that the SBA and Common Core require, but also give students the opportunity to apply those skills and knowledge to real world situations through in depth, student-driven projects.

Another Strive HI metric that raises concerns is the Chronic Absenteeism at both Kahuku and Waialua High and Intermediate schools. According to 2016 data, the combined average Chronic Absenteeism was 19.25% for Kahuku and Waialua High and Intermediate schools ([StriveHI Kahuku H & I 15 - 16](#), [StriveHI Waialua H & I 15-16](#)). This average exceeded the state average of 14% for 2016 by over 5% points. The most alarming numbers come from 11th grade in both schools where Chronic Absenteeism had a combined average of 25.5%. With nearly 1/3 of the school population being chronically absent, there is a clear lack of student engagement that needs to be addressed. Project and Problem-Based Learning (PBL) programs have been shown to increase student interest, motivation, and overall attitudes about education (Strobel & van Barneveld, 2009; Walker & Leary, 2009). Multiple studies have also shown that a well implemented PBL curriculum can have a positive impact on student attendance rates ([Smith & Cook, 2012](#); Zusevics

et al., 2013). NSCS will utilize a PBL program with the aim of reducing chronic absenteeism and increase student engagement to drive students to be successful in high school, college, and / or careers.

A non-academic challenge that NSCS is preparing for is violence among middle school students. An October 29, 2015 report by KHON 2 News cited DOE School Violence Reports that showed the top 5 most violent schools in Hawaii were all middle schools in 2014 - 15. Waialua High and Intermediate, and Kahuku High and Intermediate Schools, the report shows, rank 34th and 35th respectively out of 81 high schools and middle schools around the state for the 2014 - 15 school year. Waialua High and Intermediate had a total of 25 Class A Violence (assault, fighting, sexual offenses) incidents reported, and 18 Class B Violence (hazing, bullying, cyberbullying) incidents reported in 2014 -15. Kahuku High and Intermediate had 54 Class A, and 48 Class B Violence incidents in the same school year ([KHON "Violent Incidents Frequent at Hawaii Middle, High Schools"](#)). Two ways in which NSCS will mitigate school violence and create a safe and professional environment for learning will be through student collaboration, and peer and self reflection as core elements of the PBL curriculum. In every project, students will be working in groups of 3 - 4, and will have multiple opportunities for peer and self reflection throughout each project. By collaborating in groups, students will learn to work through disputes with one another in order to complete tasks that adhere to Common Core standards, and specifically address the issue being studied. Teachers will also build in conferencing time and formative assessments that stress peer and self reflection for all students. PBL at NSCS will allow students and teachers to mediate disputes in a professional environment that stresses diplomacy and is solution oriented.

[4. What unique educational opportunities will your school provide?](#)

North Shore Charter School will provide two distinct opportunities for students and families: the opportunity to attend a school on the North Shore solely focused on middle school grades 7 - 8, and to learn in a Project and Problem-Based Learning (PBL) environment that provides students the opportunity to investigate and respond to real world issues.

Currently, the only options for middle school students and families living in Mokule'ia through Ka'a'awa to attend public school on the North Shore is Waialua High and Intermediate, and Kahuku High and Intermediate schools. Both schools combine grades 7 - 12 on the same campus, and account for 2 of the 5 schools statewide that are "combination" schools. North Shore Charter School will provide these students and families the unique opportunity to attend a public school of choice that is focused solely on the academic and character development of young adolescents. NSCS will offer a safe and supportive environment for all students to engage with real world issues, and develop the problem solving and critical thinking skills necessary for success in high school and beyond.

North Shore Charter School will also provide students with the unique opportunity to attend a middle school fully committed to a Project and Problem-Based Learning curriculum. PBL at NSCS will challenge students to learn through engagement with real problems and issues relevant to their local communities, Hawaii, and the world. Students will work with organizations and experts in the fields of sustainability, agriculture, marine science, and the local economy to investigate and respond to issues that they will likely face as high school students, while in college, and their future careers.

Our school will engage students in the larger community through service learning, field trips, hands-on learning opportunities and guest speakers on a weekly basis. We are envisioning that students will learn outside of the classroom about once a week. This will foster community partnerships with organizations like Loko Ea Fishpond, Wanana Paoa voyaging organization, Kahuku Farms, Sustainable Coastlines Hawaii and more. We envision that real-world learning opportunities will be directly linked to the curriculum they are studying at the time. For example: in a unit of study on water issues, students would be working with Waimea Valley and Loko Ea (from the mountains to the oceans) weekly to address the driving question in their local community and make learning relevant.

Like similar PBL programs, the NSCS curriculum will facilitate students taking a more active role in their learning through problem solving, critical thinking, and decision-making, rather than the passive role of listener and note taker more common to a traditional classroom setting. The intended outcomes are that students will become self directed learners and have increased motivation for learning in high school, college, and their careers through engaging with problems and issues that are relevant to their lives.

5. The key components of the educational model, including a brief explanation of how it will drive success for the identified student population.

The North Shore Charter School will employ a Common Core driven Project and Problem-Based Learning (PBL) curriculum for 7th and 8th graders that combines technology, live instruction, and community partnerships to investigate and respond to local, regional, and global issues related to sustainability, agriculture, marine science, and economic development.

Philosophy of Education

PBL at NSCS will have a rigorous and structured curriculum that begins each unit with a driving question to engage students with issues, problems, and challenges facing Oahu's North Shore, the State of Hawaii, and the world. Students will work interdependently in collaborative groups to complete scaffolded assignments that develop the necessary knowledge and skills needed to analyze and offer solutions to the real world problems with which they are presented. Students will be assessed using a combination of formative assessments that allow for student reflection and revision, and summative assessments that serve as the culminating event of each project unit. Both types of assessments will be geared to measure students' ability to meet Common Core standards through "Smarter Balanced Assessment" style assignments that require students to read, write, listen, and communicate their responses by making reasoned arguments with supporting evidence. Students will also have ample opportunity to engage in self assessment and peer assessment by reflecting upon their own student growth, as well as group dynamics. The goal of using multifaceted assessments is to develop critical thinking among students, increase student agency and engagement, and create a professional environment in which they can inquire, test their ideas, and revise them according to their research and field work.

Program Delivery

The PBL curriculum at NSCS will be delivered through technology, live instruction, and community partnerships. NSCS believes that the use of computers, the internet, and mobile technology are

important educational tools to develop students who have the skills to succeed in the 21st Century. NSCS will utilize an online interface that allows students and families access to all objectives, content, assignments, standards, rubrics, and grades anytime, and anywhere there is an internet connection. While students will attend “in person” NSCS 5 days a week, having the curriculum housed online will streamline the educational experience for students and families, facilitate communication between teachers, students, families, and administration, and allow students to gain experience using computer programs and technology that are the standard of industry and society. Students will attend NSCS in person and receive live instruction and coaching from teachers 5 days a week. Because students will be working collaboratively in groups, it is critical that students develop the interpersonal and intrapersonal skills to work together in a live setting. Teachers in this setting will also have the opportunity to conduct formal and informal check-ins with students to help them reflect, and revise their work to solve problems and meet the intended learning outcomes. Finally, students will also engage with community partners that offer expertise and connection to real world issues. Students will conduct ongoing field work with community organizations and business that are currently working in the fields of sustainability, agriculture, marine science, and the local economy. By working alongside these organizations, student engagement with real world problems and issues will deepen their comprehension and offer unique opportunities for them to apply their knowledge and skills in a setting that has meaning to their lives. Each of these three delivery methods were chosen to deepen student engagement, develop the problem solving and critical thinking skills necessary for success in high school and beyond, and cultivate within students the core values of mindfulness, responsibility, collaboration, and perseverance.

Program Focus

The PBL curriculum will be rooted in real world problems and issues that are linked to either the North Shore of Oahu, Hawaii, or the world. The issues and problems that students will interact with will reflect long standing and ongoing issues that are important to communities on the North Shore of Oahu. Sustainability, agriculture, marine science, and local economic development are all important characteristics that define the North Shore. However, like any community, these characteristics constantly must be redefined and reevaluated as the various communities grow and change over time. The PBL curriculum at NSCS will engage the students to analyze and respond to issues in these categories because they are relevant to their local communities. In addition, students will also be challenged to connect their experiences in sustainability, agriculture, marine science, and local economic development with other communities throughout the state, and throughout the world. The goal of the program focus will be to coach students to “think globally, and act locally” to become lifelong contributors in their respective communities.

6. The expected outcomes for the students in both the short run—after they graduate from your school—and in the long run as adults.

NSCS believes that students learn best by experiencing and responding to real world problems. By using Project and Problem-Based Learning (PBL), students at NSCS will become self-directed learners who value education and the impact they can have on local, regional, and global issues. As a result, **graduates of NSCS will have the problem solving and critical thinking skills to be successful students** in high school and college, and future leaders in their respective careers and communities.

Short Run

In the short run, graduates of NSCS are expected to be more engaged, motivated, and self-directed learners. When compared with the learning outcomes of traditional instruction, studies show that when PBL is implemented correctly the learning outcomes for students are increased long-term retention of content, improved problem solving and collaboration skills, students perform equal to or better on standardized tests, and most importantly, students have better attitudes towards learning (Strobel & van Barneveld, 2009; Walker & Leary, 2009). By interacting with problems and issues that are relevant to their lives, students are expected to become more engaged learners that are motivated to succeed.

Like other successful PBL programs, NSCS will make the fundamental shift from focusing on teaching to focusing on student learning. Teachers will be less the “sage on the stage” and more the “guide by the side” who coach students through the development of problem solving and critical thinking skills that are the focus of Common Core standards and necessary for success in high school, college and careers. Students will apply these skills through developing their own unique hypotheses, questions, research, analysis, and conclusions to respond to the driving questions of each unit. Therefore, by graduation, NSCS students will also become self-directed learners who take more responsibility over their learning.

Long Run

Using the “short run” learning outcomes as a base, NSCS seeks to develop future citizens that exhibit the school’s core values:

- **Mindfulness** - Students and faculty will be conscious of and appreciate multiculturalism and human impact on the environment.
- **Collaboration** - Students and faculty will strive to work together with each other, and with community organizations to tackle real world problems and issues that are relevant to their lives.
- **Responsibility** - Students and faculty will be responsible for their communities’ health, well-being, and longevity.
- **Perseverance** - Students and faculty will be persistent and determined in learning and responding to problems and issues that affect their world.

NSCS believes that the short run learning outcomes will drive student success in high school, college, and their careers. In addition, by engaging students in real world problems and issues that affect their local community, Hawaii, and the world in 7th and 8th grade, the school hopes to cultivate future citizens that have the values and skills to be leaders in their careers and their communities.

7. Community Engagement. Briefly describe how the applicant has assessed the demand and solicited support for the proposed school within the community that the school will be located. Include a description of any significant relationships or local community partnerships that have been established to generate community engagement and support for the proposed school. Applicants shall discuss their knowledge of the community in which the school will be

located, and include in this discussion their understanding of the cultural and historical elements of the area as a whole.

One of the main driving factors for the creation of North Shore Charter School comes from the lack of educational options for middle school students living on the North Shore of Oahu. For 7th - 8th grade students there are no public, private, or charter schools solely serving middle school grades located within 30 miles of the North Shore, and the only public school options for students and families living along the 32 mile stretch of Mokuleia - Ka'a'awa are Kahuku High and Intermediate and Waialua High and Intermediate Schools that combine 7 - 12 grades. These two schools account for 2 of only 5 combination high and intermediate public schools statewide, and families from Mokule'ia through Ka'a'awa currently have no choice than to make the jump straight from elementary school to a shared middle and high school environment. Young adolescence is an important transition period where children drastically change physically, socially, emotionally, and intellectually. According to the National Middle School Association, "In the middle grades, the stage will be set for success in high school and beyond, or disengagement and the likelihood of becoming a high school dropout" ("This We Believe: Keys to Educating Young Adolescents"). Middle school is a critical time of development that can determine a student's path for years to come. The North Shore needs a middle school option that can focus on this important demographic to cultivate students who have the skills to be successful in high school and beyond. NSCS believes that it can fill this need for students and families that are looking for an alternative public educational option specific to 7th and 8th graders.

To support this assessment NSCS has solicited and generated support from the various North Shore communities over the past three years through informational meetings, attending public events, social media, advertising in local newspapers, "pre-registering" families through the school website, and holding fundraisers. To date the results have provided NSCS with a committed group of over 350 families on the school's mailing list, 109 students who have been "pre-registered" (added to an enrollment waitlist) through nscharter.org, 307 likes on Facebook, and 268 followers on Instagram. Overwhelmingly the feedback from these families is that they want an affordable middle school for North Shore students to attend before high school, that provides students with teachers and school leaders that are dedicated to their success. As a public charter school, North Shore Charter School will meet these demands by providing a safe and supportive environment for middle school students to develop the core values and academic skills necessary to be successful in high school and beyond.

North Shore Charter School has also put together a strong applicant board, and a 501c3 approved non-profit board named the Friends of North Shore Charter School. The primary function of the non-profit board has been to research funding opportunities and raise revenue. To date, the Friends of North Shore Charter School has raised \$5000 to support the school's application efforts.

To support the community demand for a public middle school option on the North Shore, NSCS has solicited support from a variety of North Shore and Hawaii based community organizations, businesses, and individuals that are currently involved in ongoing projects related to sustainability, agriculture, marine science, and the local economy. These partners have extensive and intimate knowledge of the rural North Shore community and will help NSCS plan and create real world learning opportunities for students, families, and staff to meet the criteria of NSCS's

PBL curriculum. For example, partners such as Wanana Paoa, Waimea Valley, and Malama Loko Ea Foundation will provide essential expertise in Native Hawaiian history, cultural values and practices that are relevant to sustainability on the North Shore. Another example is that teachers and school leadership will collaborate with Waihuena Farms and Kahuku Farms to design and implement learning opportunities for students to investigate the history and culture of agriculture on the North Shore. To see a complete list of organizations that have pledged support, please see Attachments AA and T.

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

The North Shore Charter School will make an important and impactful contribution to the public education system because it will offer a Project and Problem-Based Learning (PBL) curriculum rooted in Common Core standards that are now the focus of the Hawaii Department of Education and the state assessment. Graduates of NSCS will be required to meet Common Core standards through investigating and applying mathematical, reading, writing, speaking, and listening principles to real world problems that impact the North Shore, Hawaii, and the world. More specifically though, NSCS will also meet the educational needs of students living in the Kahuku and Waialua complex areas by providing an alternative public educational option for students and families on the North Shore, and addressing the achievement gap of students meeting Common Core standards from these areas compared to the state average for Hawaii. According to the Priority Need 1 listed in Section I.C of the RFP, neither Kahuku High and Intermediate or Waialua High and Intermediate Schools are at capacity, nor are they projected to reach enrollment capacity (<http://arch.k12.hi.us/kahuku14-15>, <http://arch.k12.hi.us/waialua14-15>). However, for 7th - 8th grade students there are no public charter schools or schools solely serving middle school grades located within 30 miles of the North Shore, and the only public school options for students and families living along the 32 mile stretch of Mokuleia - Ka’a’wa are Kahuku High and Intermediate and Waialua High and Intermediate Schools that combine 7 - 12 grades. NSCS believes that it can fill a need for students and families that are looking for an alternative public educational option specific to 7th and 8th graders.

NSCS will address, however, Priority Need 2 where both Kahuku High and Intermediate and Waialua High and Intermediate Schools rank in the bottom 50% of Hawaii’s middle and high schools, as measured by the State’s Strive HI Performance system.* In 2014 - 15, the Hawaii Department of Education (HIDOE) initiated a new state assessment, known as the Smarter Balanced Assessment, that tested students’ ability to meet Common Core Standards for select grade levels. “The Common Core State Standards for English Language Arts and Literacy, and Mathematics build on the best of existing standards and reflect the skills and knowledge students will need to succeed in college, career, and life” (corestandards.org). In 2014 - 15 the percentage

of students from Kahuku High and Intermediate and Waialua High and Intermediate Schools who met or exceeded proficiency on the state's Smarter Balanced Assessment (SBA) in 2014 - 15 was well below the state average in both English Language Arts / Literacy (ELA), and Mathematics. Please see [SBA Scores 2014 - 15](#) for comparisons. Some key points from 2014 - 15 include:

- The average number of 7th grade students from both Kahuku and Waialua High and Intermediate meeting or exceeding proficiency in ELA was less than half than the state average (19.75% / 44%).
- The average number of 7th grade students from both Kahuku and Waialua High and Intermediate meeting or exceeding proficiency in MATH was 7.5% below the state average (30.5% / 38%).
- The average number of 8th grade students from both Kahuku and Waialua High and Intermediate meeting or exceeding proficiency in ELA was again less than half the state average (21.25% / 47%).
- The average number of 8th grade students from both Kahuku and Waialua High and Intermediate meeting or exceeding proficiency in MATH was more than 10% below the state average (28.65% / 38%)
- Out of 167 7th graders at Kahuku who took the ELA in 2015, only 9.5% met or exceeded proficiency, which ranked worst in the state for 7th grade, and second worst overall for any grade level in ELA ([HIDOE SBA](#)).
- Kahuku High and Intermediate scored 161 out 400 ([StriveHI Kahuku H I 14 - 15](#)), and Waialua High and Intermediate scored 179 out 400 ([StriveHI Waialua H I 14-15](#)) on the Strive Hi Index, both in the bottom 50% of all Hawaii Schools.

In 2015 - 16, both Kahuku High and Intermediate and Waialua High and Intermediate both made significant improvements on Smarter Balanced Assessment scores. Please see [SBA Scores 2015 - 16](#) for comparisons of Kahuku and Waialua with State Averages for students meeting or exceeding proficiency for 7th and 8th grades. Some key points from 2015 - 16 include:

- 7th Grade students at both Kahuku and Waialua High and Intermediate meeting or exceeding proficiency was above the state average in both ELA and MATH.
- 8th Grade students at both schools improved in ELA and MATH, but still fell short of the state average.
- The average for both schools (grades 7, 8, 11) improved to a level that was slightly below the state average in both ELA and MATH.
- Despite significant improvements by both schools on these exams, they continued to rank in the bottom 50% according to the Strive HI Performance Index ([StriveHI Master Data 15 - 16](#)).

The HIDOE site, hawaiipublicschools.org, states about the Smarter Balanced Assessment: "It's expected that the change to the new test and (Common Core) standards will result in a drop in scores as compared with previous years. Lower test scores do not mean students are performing any worse — because these are newer, higher expectations for student learning" ([HIDOE SBA](#)). However, the number of students who met or exceeded proficiency on the SBA from Kahuku High and Intermediate and Waialua High and Intermediate Schools represent a gap in achievement when compared to other students around the state on the same test. Based on this fact, one conclusion that can be drawn from the SBA is that students from Kahuku High and Intermediate and Waialua High and Intermediate in 2015 were less likely to have the knowledge and skills to be prepared for college and employment after graduation because fewer students were able to meet

Common Core standards. In 2016, these two schools made considerable improvement to pull close to the state proficiency averages in both Math and ELA. However, both schools are estimated to still rank in the bottom 50% out of all public schools in Hawaii (StriveHI Master Data 15 - 16). The State proficiency standard increased from 2015 - 2016, and in the next few years it can be expected that the state's standard of proficiency on the SBA will continue to rise as Common Core standards are adopted in all Hawaii schools. Therefore, it is imperative that students from the Kahuku and Waialua complex areas have access to an education that properly prepares them to meet Common Core standards to bridge the current gap in achievement with other students around the state, or they will risk falling even further behind.

Another Strive HI metric that raises concerns is the Chronic Absenteeism at both Kahuku and Waialua High and Intermediate schools. According to 2016 data, the combined average Chronic Absenteeism was 19.25% for Kahuku and Waialua High and Intermediate schools (StriveHI Kahuku H & I 15 - 16, StriveHI Waialua H & I 15-16). This average exceeded the state average of 14% for 2016 by over 5% points. The most alarming numbers come from 11th grade in both schools where Chronic Absenteeism had a combined average of 25.5%. With nearly 1/3 of the school population being chronically absent, there is a clear lack of student engagement that needs to be addressed. Project and Problem-Based Learning (PBL) programs have been shown to increase student interest, motivation, and overall attitudes about education (Strobel & van Barneveld, 2009; Walker & Leary, 2009). Multiple studies have also shown that a well implemented PBL curriculum can have a positive impact on student attendance rates (Smith & Cook, 2012; Zusevics et al., 2013). NSCS will utilize a PBL program with the aim of reducing chronic absenteeism and increase student engagement to drive students to be successful in high school, college, and careers.

The North Shore Charter School can be the school that also closes this achievement gap because it will have a Common Core driven, Project and Problem-Based Learning curriculum that builds students' capacity to inquire, investigate relevant real world issues, interpret data and text, evaluate potential solutions to problems, and create effective arguments based on evidence. Sarah Hallerman, Curriculum Development Manager for the PBL based Buck Institute for Education writes,

"Common Core requires teachers to move away from teaching skills in isolation and toward the integration of reading, writing, speaking and listening, and language into long-term unit plans. Students should be able to see the relationship between standards as they transfer concepts and skills in the classroom to the world outside the classroom walls." (The Role of PBL in Making the Shift to Common Core).

PBL at NSCS will engage students with driving questions about issues, problems, or challenges that face the North Shore of Oahu, Hawaii, and the world. Because each project's driving questions, tasks, and products are relevant and meaningful, students at NSCS will be motivated to learn by reading, writing, listening, and speaking about ongoing issues that impact their world. By engaging daily with Common Core based tasks of sustained inquiry, researching differing points of view, collecting data during field work, and building evidence-based solutions, students will develop the analytical, critical thinking, and problem solving skills that are required by the Common Core. HIDOE states, (the Common Core based) "SBA measures not only what students know, but also how well they can apply their knowledge in real-world situations" (HIDOE SBA). Through the ongoing investigation, analysis, application, and reflection on real world issues woven into NSCS's formative assessments, students will be better prepared to succeed on the SBA, and therefore, also

more likely to succeed in high school, college, and / or their careers. NSCS will seek to create professional development relationships with all schools and educators to promote the integration of Project and Problem-Based Learning into their own curriculums. Both NSCS and the existing schools have a shared goal of helping students meet Common Core standards at all grade levels, and collaboration will be key for success.

B. Enrollment Summary

1. Enrollment Plan. Complete the Enrollment Plan (Exhibit 1), and include it as **Attachment A (required form)**, illustrating the proposed school's five-year enrollment plan. Include a breakdown between students receiving a primarily on-site, face-to-face learning experience (brick-and-mortar) or *blended learning* and students receiving a primarily *virtual learning* experience. These terms are defined in Section I.D of the RFP.

Please see the completed Enrollment Plan in Attachment A.

2. Enrollment Plan Rationale. Describe the rationale for the number of students and grade levels served in each year and the basis for the enrollment plan illustrated in the attachment. Include a discussion of the rationale for including non-entry level grades. Entry level grades are generally kindergarten, sixth grade, and ninth grade.

The North Shore Charter School seeks to enroll 50 7th grade, and 50 8th grade students (100 total) in its opening year. NSCS will open to 7th and 8th grades because it will primarily serve students from the Kahuku and Waialua Complex Areas, in which all of the elementary schools end in 6th grade, and students begin attending either Kahuku or Waialua High and Intermediate School, which are both 7 - 12 grade campuses. Based on current enrollment numbers for 7th and 8th graders at Kahuku and Waialua, and the enrollment numbers for independent and charter schools, NSCS believes that 100 students is an achievable enrollment target for the first two years because it accounts for approximately 12% of the overall students populations for middle school age students coming from these two complex areas. This target will also match the school's temporary facility plan before moving into a permanent location in year 3 that will allow for increased enrollment. NSCS will open enrollment to 150 students in years 3 and 4, and finally to 200 students in year 5. The goal of increasing enrollment will help increase the financial, academic, and organizational capacity of the school and solidify the school's viability beyond year 5.

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

NSCS primarily seeks to serve 7th - 8th grade students from Mokuleia to Ka'a'awa coming from the Waialua and Kahuku Complex Areas. However, the school enrollment will be open to all 7th - 8th grade Oahu students and families looking for public school of choice. NSCS is seeking to enroll 100 students in its first year. According to Hawaii DOE Official Enrollment Count SY 16 - 17 Kahuku High and Intermediate, and Waialua High and Intermediate currently enroll a combined total of 720, 7 - 8th graders for the 2016 - 17 school year (479, 241 respectively). Therefore, if the students targeted for enrollment at NSCS only came from the the primary complex areas (Kahuku and Waialua), it would account for approximately 13.9% of the total students in its opening year.

School Quality Survey responses for both students and parents of 7 - 8th graders for Kahuku High and Intermediate and Waialua High and Intermediate schools in 2016 both provide additional data to support the NSCS enrollment target. Please see the following revised table [\(Waialua H I SQS 2016, Kahuku H I SQS 2016\)](#) for data.

School Quality Survey Responses 2016

	Safety (% Neutral - Negative Response)	Well-Being (% Neutral - Negative)	Satisfaction (% Neutral - Negative)	Engagement (% Neutral - Negative)	Overall Average (% Neutral - Negative)
Kahuku H & I Students (7-8 only)	33%	28.8%	25.3%	33.7%	30.2%
Kahuku H & I Parents (whole school)	31.1%	14.9%	30.2%	31.6%	27%
Waialua H & I Students (7 -8 only)	19%	25.6%	16.8%	27.4%	22.2%
Waialua H & I Parents (whole school)	16.6%	12.3%	34.2%	25.6%	22.2%

Analysis of the School Quality Survey responses for each school, which are used in strategic planning and to comply with state accountability requirements, show that the overall average percentage of neutral - negative responses (combining Safety, Well-Being, Satisfaction, and Engagement) exceeds 22% for both students and parents of 7th and 8th graders at Kahuku and Waialua High and Intermediate. Therefore, NSCS believes that it can meet the enrollment target of 13.9% of students from the primary complex areas by creating a public school of choice that focuses on the on the safety, well-being and development of 7 - 8th graders. NSCS will also appeal to these students and families by increasing student engagement through utilizing a PBL curriculum that relates the content and skills being learned to their lives. By increasing the safety, well-being, and engagement of students and families in these areas, NSCS will also improve their overall satisfaction.

In addition to the current public school options on the North Shore, St. Michael School in Waialua and Asia Pacific International School in Hau'ula account for the only 2 private schools serving middle school students within NSCS's target geographic area. These schools currently serve approximately 50, 7 - 8th grade students combined and would potentially drive down the percentage of students coming from Kahuku and Waialua High and Intermediate school. Since there are no charter schools currently located on the North Shore there is no data for charter

schools. However, there are students living on the North Shore that attend charter schools located elsewhere on Oahu. Since this information is confidential, though, the total number of students living on the North Shore currently attending charter schools was not able to be verified accurately. When adding the approximated number of students living on the North Shore who attend private and charter schools to the enrollment numbers for the intermediate grades 7 - 8 at Kahuku and Waialua High and Intermediate, the target enrollment percentage drops closer to 10% of the student population coming from the intended geographic area NSCS plans to serve. Finally, as a charter school North Shore Charter School will be able to open enrollment to all middle school students on Oahu. The NSCS Governing Board intends to advertise island-wide to guarantee full enrollment capacity in each year of its Enrollment Plan ([Attachment A](#)).

C. Parent Involvement and Community Outreach

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

Collaboration is one of the four core values of North Shore Charter School, and will drive parental and community involvement in the school. Parents will help support student learning through "Ohana" conferences with teachers each quarter, chaperoning fieldwork days and school events, volunteering for extra curricular activities, and monitoring student progress through the school's web-based curriculum. Parents can also serve as additional resources for projects related to sustainability, agriculture, marine science, and the local economy by providing expertise, connections to organizations and / or businesses, and suggestions for future project ideas. Finally, parents will play an important role in providing feedback to students on the summative project assessments. One of the focal points of PBL is for students to create learning "products" that can be shared with the greater community. Students will investigate and respond to issues and problems by sharing their products and conclusions with parents, and community organizations and businesses to facilitate student revision and reflection on their learning experiences. Over the last 3 years, NSCS has assessed and built parent interest through informational meetings, attending public events, social media, advertising in local newspapers, "pre-registering" families through the school website, and holding fundraisers. To date the results have provided NSCS with a committed group of over 350 families on the school's mailing list, 109 students who have been "pre-registered" (added to an enrollment wait list) through nscharter.org, 307 likes on Facebook, and 268 followers on Instagram. Overwhelmingly the feedback from these families is that they want an affordable middle school for the North Shore students to attend before high school that provides students with teachers and school leaders that are dedicated to their success. As a public charter school, North Shore Charter School will meet these demands by providing a safe and supportive environment for middle school students to develop the core values and academic skills necessary to be successful in high school and beyond.

NSCS will also collaborate extensively with community organizations and business that have experience in either sustainability, agriculture, marine science, or the local economy. These community organizations and businesses will work with teachers and the Curriculum Coordinator at NSCS to develop in-depth and engaging real world learning opportunities for students. The expertise these organizations can provide, the activities they can offer, and the positive example

they exhibit can be a powerful motivator for students to become more involved in their learning and drive students success. To support the community demand for a public middle school option on the North Shore, NSCS has solicited support from a variety of North Shore and Hawaii based community organizations, businesses, and individuals that are currently involved in ongoing projects related to sustainability, agriculture, marine science, and the local economy. These partners have extensive and intimate knowledge of the rural North Shore community and will help NSCS plan and create real world learning opportunities for students, families, and staff to meet the criteria of NSCS's PBL curriculum. To see a complete list of organizations that have pledged support, please see Attachments AA and T.

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

In preparation for approval, North Shore Charter School has begun planning "Open House" events with its community partners to engage parents and students in example Project Problem-Based Learning (PBL) opportunities that will model the PBL curriculum at NSCS. The goal of hosting these events is to inform the community and potential enrollees about NSCS and show how its curriculum will connect to real world learning opportunities through our community partnerships to drive enrollment prior to the school opening. Community partners will help provide the location, expertise, and activities related to sustainability, agriculture, marine, science, and / or the local economy that the open house will offer. Once NSCS has been approved by the Charter School Commission, the Governing Board will advertise Open House events through local and island-wide print media, and through its mailing list and social media network to encourage families to attend.

Once the school opens, NSCS will build family - school relationships through collaboration, participation, communication, and technology. Parent - teacher - student conferences, or "Ohana" conferences, will be a mandatory component each quarter in which all three interest groups collaborate to set student goals and review student progress towards attaining the academic skills (Common Core) and character skills (Core Values) necessary for success. Parents will also have the opportunity to participate in the learning process at NSCS through volunteering to chaperone fieldwork days, school events, and extracurricular activities. More importantly though, parents will have opportunities to provide feedback on student projects and products. Students will investigate and respond to issues and problems by sharing their products and conclusions with parents, and community organizations and businesses to facilitate student revision and reflection on their learning experiences. Parents will therefore be aware of and engaged in the learning objectives of the curriculum and better prepared to support student learning. Finally, parents will be empowered to be actively engaged in student learning through communication and technology. NSCS will utilize web based technology to make all curriculum open to both students, teachers, and parents through creating user accounts in its Learning Management System (LMS) for each. Parents will have access to student grades, teacher feedback, and progress on demand through the LMS's online gradebook, calendars, and assignment due dates. All of these tools will empower parents to hold students accountable for their work, and therefore, provide additional support to student achievement. Parents will also be able to better communicate with teachers through email, instant messaging, online

conferencing, and other technological tools to create an environment of open communication to support student learning.

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

North Shore Charter School has already developed an extensive network of parental and community support through creating a school website (nscharter.org), a mailing list of over 350 people, and developing a following through social media (Facebook, Instagram, and Twitter). The applicant board has been able to successfully drive parental and community engagement through rebranding and updating school information on the school's website as well as generate conversation and support through describing the school's mission, vision, and values on social media. The response to date has been very positive among stakeholders in the North Shore communities. Throughout the remainder of the application process and the school start-up period, NSCS will publish more detailed information about the school's academic, financial, and organizational plans on the school's website. The applicant board will also prioritize further outreach in all North Shore communities to share the mission and vision of the school and build a wider base of families interested in enrollment. NSCS is also working to put together "Open House" events with our community partners for families to learn about the school, and create fundraising events throughout the North Shore to generate funding and community engagement.

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

North Shore Charter School has brokered partnerships with several community organizations, businesses, and educational institutions that will provide benefit and support to the school in a variety of ways. First, the applicant board has received a signed Memorandum of Understanding to lease space from the Queen Lili'uokalani Protestant Church in Haleiwa for the church to lease space to NSCS for a minimum of one year, with option for renewal (pending approval from the Charter School Commission) beginning in July of 2018. This space will provide the classroom and office space for all students and staff in the school's first year of operation.

Second, NSCS has secured letters of support from several community organizations and businesses to provide learning opportunities for students outside of the classroom. These organizations have committed their support to the mission and vision of NSCS, and will provide real world learning opportunities in the areas of sustainability, agriculture, marine science, and the local economy that are aligned to Common Core and state standards through collaborating with NSCS teachers and staff. These organizations will provide ongoing fieldwork opportunities for students to fulfill the mission and vision of NSCS.

Third, NSCS has received a Memorandum of Understanding from Pearson Education to provide their Connexus learning management system product as the online platform for the school curriculum if the school is approved by the Charter School Commission. The applicant board has reviewed and assessed various web based educational products, and has determined that the Connexus product will allow maximum customization by NSCS teachers to fit the PBL curriculum,

and content to facilitate student achievement at a price that allows the school to meet its other budget obligations.

Finally, NSCS has reached out to existing organizations to help provide curriculum that fits the NSCS PBL model. For example, NSCS has been in contact with the Polynesian Voyaging Society and the Kokua Hawaii Foundation to provide existing curriculum related to sustainability, agriculture, and marine science that teachers at NSCS will help customize to create fieldwork opportunities, projects, and assessments to meet Common Core standards and the NSCS PBL model. Although these organizations pledge to service all schools, they have reviewed NSCS's mission and vision, and have facilitated putting the school in contact with local organizations that can provide support to the school. For a full list of all partnerships please see [Attachment T](#).

II. Academic Plan

What are the key components of the educational model?

Please see the response to question I.A.5 of the School Overview.

The North Shore Charter School will employ a Common Core driven Project and Problem-Based Learning (PBL) curriculum for 7th and 8th graders that combines technology, live instruction, and community partnerships to investigate and respond to local, regional, and global issues related to sustainability, agriculture, marine science, and economic development. The key components include:

Philosophy of Education

PBL at NSCS will have a rigorous and structured curriculum that begins each unit with a driving question to engage students with issues, problems, and challenges facing Oahu's North Shore, the State of Hawaii, and the world. Students will work interdependently in collaborative groups to complete scaffolded assignments that develop the necessary knowledge and skills needed to analyze and offer solutions to the real world problems with which they are presented. Students will be assessed using a combination of formative assessments that allow for student reflection and revision, and summative assessments that serve as the culminating event of each project unit. Both types of assessments will be geared to measure students' ability to meet Common Core standards through "Smarter Balanced Assessment" style assignments that require students to read, write, listen, and communicate their responses by making reasoned arguments with supporting evidence. Students will also have ample opportunity to engage in reflection, self assessment, and peer assessment by reflecting upon their own student growth, as well as group dynamics. The goal of using multifaceted assessments is to develop critical thinking among students, increase student agency and engagement, and create a professional environment in which they can inquire, test their ideas, and revise them according to their research and field work.

Program Delivery

The PBL curriculum at NSCS will be delivered through technology, live instruction, and community partnerships. NSCS believes that the use of computers, the internet, and mobile technology are important educational tools to develop students who have the skills to succeed in the 21st Century. NSCS will utilize an online interface that allows students and families access to all objectives, content, assignments, standards, rubrics, and grades anytime, and anywhere there is an internet connection. While students will attend "in person" at NSCS 5 days a week, having the curriculum housed online will streamline the educational experience for students and families, facilitate communication between teachers, students, families, and administration, and allow students to gain experience using computer programs and technology that are the standard of industry and society. Students will attend NSCS in person and receive live instruction and coaching from teachers 5 days a week. Because students will

be working collaboratively in groups, it is critical that students develop the interpersonal and intrapersonal skills to work together effectively in a live setting. Teachers in this setting will also have the opportunity to conduct formal and informal check -ins with students to help them reflect, and revise their work to solve problems and meet the intended learning outcomes. Finally, students will also engage with community partners that offer expertise and connection to real world issues. Students will conduct ongoing field work with community organizations and business that are currently working in the fields of sustainability, agriculture, marine science, and the local economy. By working alongside these organizations, student engagement with real world problems and issues will deepen their comprehension and offer unique opportunities for them to apply their knowledge and skills in a setting that has meaning to their lives. Each of these three delivery methods were chosen to deepen student engagement, develop the problem solving and critical thinking skills necessary for success in high school and beyond, and cultivate within students the core values of mindfulness, responsibility, collaboration, and perseverance.

Program Focus

The PBL curriculum will be rooted in real world problems and issues that are linked to either the North Shore of Oahu, Hawaii, or the world. The issues and problems that students will interact with will reflect long standing and ongoing issues that are important to communities on the North Shore of Oahu. Sustainability, agriculture, marine science, and local economic development are all important characteristics that define the North Shore. However, like any community, these characteristics constantly must be redefined and reevaluated as the various communities grow and change over time. The PBL curriculum at NSCS will engage the students to analyze and respond to issues in these categories because they are relevant to their local communities. In addition though, students will also be challenged to connect their experiences in sustainability, agriculture, marine science, and local economic development with other communities throughout the state, and throughout the world. The goal of the program focus will be to coach students to “think globally, and act locally” to become lifelong contributors in their respective communities.

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

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

The North Shore Charter School will employ a Common Core driven Project and Problem-Based Learning (PBL) curriculum for 7th and 8th graders that combines technology, live instruction, and community partnerships to investigate and respond to local, regional, and global issues related to sustainability, agriculture, marine science, and economic development. The key instructional methods include:

- *Driving Question* - Use of relevant real world problems and issues to introduce a “Driving Question” for each unit. Questions will be related to sustainability, agriculture,

marine science, and / or the local economy. They will also be designed to be open-ended to stimulate critical thinking among students. Students will be asked to respond to the driving question once at the beginning of the project, and once again following the culminating activity to help them assess their own growth throughout the project.

- *Culminating Activity* - students will work collaboratively in small groups (3 - 4 students) and participate in authentic assessments where they demonstrate their learning to a larger community (parents, community boards or organizations, professionals or experts in field of study). Group members will have individual roles and tasks to complete and collectively create a learning “product” or performance. Some culminating activity examples include socratic discussions, town hall meeting simulations, pitching project proposals, or developing web pages, murals, etc., and offer students multiple ways to demonstrate the skills and content they have learned over the course of the unit.
- *Skills-Based Formative Assessments* - all subject areas will utilize formative assessments that focus on students meeting Common Core Standards. All project assignments will be “hard scaffolds” that develop students’ ability to meet content and Common Core standards related to reading, writing, speaking and listening, literacy, and mathematics skills. Students will have the chance to revise assignments based on teacher feedback and / or receive targeted teaching specific to the skills that need improvement. These assessments will form the bulk of the assignments in each project cycle, and also be the time in which student groups learn content and skills, conduct research, analyze data, and draw conclusions to create their Culminating Activity.
- *Summative Assessment* - each unit will have a “Smarter Balanced Assessment” style summative assessment that tests the skills learned during the unit. Tests will require students to read and analyze several articles or documents on the topic studied (sustainability, agriculture, marine science, economic development) during the unit. Students will complete a variety of short or long writing activities during which they will have opportunities to demonstrate Common Core skills learned during the unit and skills related to developing an argument.
- *Reflections* - Students will have opportunities to conduct peer assessments, self assessments, and reflections at the end of each unit. Student groups will also debrief each project with the teacher(s) in a conferencing setting to reflect on the individual and group’s ability to meet the school’s core values of Mindfulness, Responsibility, Collaboration, and Perseverance.

The non-negotiable elements of North Shore Charter School's Academic Plan are the Project and Problem-Based Learning curriculum, use of Common Core Standards to drive instruction and assessment, and the program delivery methods of live instruction, technology, and community partnerships to engage students in relevant and real world learning opportunities.

North Shore Charter School will utilize a blended learning model, but only in the sense that all curriculum will be housed through a web based interface. Students will attend NSCS full time, 5 days a week, but will work with computers or tablets to access the school curriculum in the classroom. NSCS will use a web based curriculum to prepare students with the 21st Century skills that are necessary for success in high school, college, and / or career. Having a web based curriculum also enables parents to be more engaged and supportive of student learning because they will have on demand access (in the same way teachers and students do) to look at objectives, standards, content, rubrics, assessments, grading, and teacher feedback. Using a web based curriculum will also provide data that will be used to drive NSCS instruction and intervention strategy.

As identified in Section I.A.8, Kahuku High and Intermediate, and Waialua High and Intermediate schools each have high rates of Chronic Absenteeism. In 2016, the average between the two schools was 19.25%, which is 5 percentage points above the state average of 14%. With nearly 1/3 of these school populations being chronically absent, there is a clear lack of student engagement that needs to be addressed. Project and Problem-Based Learning programs have been shown to increase student interest, motivation, and overall attitudes about education (Strobel & van Barneveld, 2009; Walker & Leary, 2009). Multiple studies have also shown that a well implemented PBL curriculum can have a positive impact on student attendance rates (Smith & Cook, 2012; Zusevics et al., 2013). In addition, both complex areas have nearly 50% of students who are on Free and Reduced Lunch (FRL) (47.4% / 45.9% respectively). PBL programs have also been shown to have positive impacts on the attendance of economically disadvantaged students. C. Creghan & K. Adair-Creghan concluded in a 2015 study that

"Due to the very nature of PBL (sic) principles of collaboration, hands-on inquiry, and relevance to students' lives, an effectively implemented PBL environment may, based on study results, meet the personal interests and relevancy needs of the economically disadvantaged population, therefore leading to increased attendance" (6).

NSCS will utilize a PBL program with the aim of reducing chronic absenteeism and increase student engagement to drive students to be successful in high school, college, and / or careers.

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

NSCS believes that students learn best by experiencing and responding to real world problems. By using Project and Problem-Based Learning (PBL), students at NSCS will become self-directed

learners who value education and the impact they can have on local, regional, and global issues. As a result, **graduates of NSCS will have the problem solving and critical thinking skills to be successful students** in high school and college, and future leaders in their respective careers and communities. Therefore, formative and summative assessments will focus on students meeting Common Core standards to be prepared to succeed in high school and beyond.

NSCS also believes in students, faculty, and administration exercising the core values of Mindfulness, Responsibility, Collaboration, and Perseverance. These core values will challenge all stakeholders to

- be appreciative of multiple cultures and perspectives (Mindfulness)
- be responsible for themselves, their school, and their community (Responsibility)
- be able to work together in a small group setting, and with members of the community (Collaboration)
- to be diligent in investigating and responding to real world problems (Perseverance).

NSCS's core values will inform student and teacher interactions with content, areas of study, student grouping, interactions with community partners, assessment strategies, student growth, and professional development. Students will reflect on the school's core values at the end of each unit to assess their own understanding and application of these values in their daily lives.

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

NSCS primarily seeks to serve 7th - 8th grade students from Mokuleia to Ka'a'awa coming from the Waialua and Kahuku Complex Areas. However, the school enrollment will be open to all 7th - 8th grade Oahu students looking for an alternative educational option. NSCS is seeking to enroll 100 students in its first year. According to interviews with the registrars' offices at Kahuku High and Intermediate, and Waialua High and Intermediate, the combined total of 7 - 8th graders enrolled in these schools for the 2015 - 16 school year is 821 students (491, 230 respectively). Therefore, NSCS is targeting to enroll approximately 12% of the students from the primary complex areas (Kahuku and Waialua) in its opening year.

Based on the averages of Kahuku High and Intermediate, and Waialua High and Intermediate Schools for the 2014 - 15 school years, the North Shore Charter School anticipates a student population that will include 11.75% Special Education students (SPED), 3.25% English Language Learners (ELL), and 48.4% of students receiving Free or Reduced-Cost Lunch (FRL). The anticipated student ethnicities coming from these two schools will include an average of 34.2% Native Hawaiian, 22.4% White, 18.4% Filipino, 9.6% Pacific Islander, 2.8% Japanese, 2.5% Hispanic, and approximately 10% coming from other ethnicities (<http://arch.k12.hi.us/kahuku14-15>, <http://arch.k12.hi.us/waialua14-15>).

According to 2014 - 15 Strive HI data on Kahuku High and Intermediate, and Waialua High and Intermediate Schools, 7th, 8th, and 11th grade students scored well below the state average on the 2015 Smarter Balanced Assessment (SBA) in both English Language Arts, and Mathematics. Therefore, the NSCS anticipates having a student population that will need more engagement with Common Core standards, and SBA style formative and summative assessments to close the achievement gap with students meeting proficiency around the state. NSCS's Project and Problem-Based Learning (PBL) curriculum will not only teach the knowledge and skills that the SBA and Common Core require, but also give students the opportunity to apply those skills and knowledge to real world situations through in depth, student-driven projects.

A non-academic challenge that NSCS is preparing for is violence among middle school students. An October 29, 2105 report by KHON 2 News cited DOE School Violence Reports that showed the top 5 most violent schools in Hawaii were all middle schools in 2014 - 15. Waialua High and Intermediate, and Kahuku High and Intermediate Schools, the report shows, rank 34th and 35th respectively out of 81 high schools and middle schools around the state for the 2014 - 15 school year. Waialua High and Intermediate had a total of 25 Class A Violence (assault, fighting, sexual offenses) incidents reported, and 18 Class B Violence (hazing, bullying, cyberbullying) incidents reported in 2014 -15. Kahuku High and Intermediate had 54 Class A, and 48 Class B Violence incidents in the same school year ([KHON "Violent Incidents Frequent at Hawaii Middle, High Schools"](#)). Two ways in which NSCS will mitigate school violence and create a safe and professional environment for learning will be through student collaboration, and peer and self reflection as core elements of the PBL curriculum. In every project, students will be working in groups of 3 - 4, and will have multiple opportunities for peer and self reflection throughout each project. By collaborating in groups, students will learn to work through disputes with one another in order to complete their projects. Teachers will also build in conferencing time and formative assessments that stress peer and self reflection for all students. PBL at NSCS will allow students and teachers to mediate disputes in a professional environment that stresses diplomacy over violence.

2014 - 15 Statistics

- Based on averages of Kahuku and Waialua High and Intermediate schools we anticipate our population will include 48.75% free and reduced lunch, 12.2% SPED and 3.5% ELL students.

B. Curriculum and Instructional Design

1. A clear description of course outcomes for each course at each grade level that if achieved at the high school level, will ensure a student graduates with the competencies, skills and content knowledge to be successful in any post-secondary education opportunities he or she may seek to pursue, and if achieved at the elementary or middle school level, will situate the student to achieve academic success at the next level of his or her academic career.

Students in North Shore Charter School grades 7 and 8 will be expected to meet or exceed state achievement standards for ELA and Math and be able to apply those skills to authentic performance tasks and real life situations. They will engage in project-based learning to gain motivation, and problem solving and critical thinking skills necessary for success in high school and beyond.

Here is a [sample 7th and 8th Grade Curriculum Map Outline](#) which teachers may use as a starting point in the curriculum development process:

7th and 8th Grade Curriculum Map Sample Outlines

7th Grade - Quarters	1st	2nd	3rd	4th
Possible Common Core Alignment - *Teachers will be encouraged to develop projects based on a variety of standards, in addition to common core, such as Next Generation Science Standards (NGSS) and HCPS III.	Math - EL - RI 7.1 - 5, 7.8 - 10 RL 7.1 - 7.10 W 6, 7.1, 4 - 10 SL 7.1 - 6 L 7.4, 6	Math - EI - SL 7.1 SL 7.2 SL 7.3 SL 7.4	Math - EI -	Math - EI -
Possible HCPS III Alignment	History - Pre-Contact - Society, Economics and Government European Contact and Colonization - Motivation, impacts, conflicting belief systems Foreigners and Missionaries	History - Unification of Hawaiian Islands Mahele of 1848 Government - Ancient to Overthrow Compare and Contrast Contemp. Oceanic Governments	History - Economic Activity and Geographic Changes - Ahupua`a, Trade, Fish Ponds, Lo`i, Subsistence Economy Markets and International Economics Science - Scientific Inquiry 7.1.1, 7.1.2, 7.1.3, 7.11.1, 7.13.1, 7.14.1	History - Oceania Relationship with the U.S. Contemporary Issues Cultural Diversity and Unity Oceania Geography Demographics and effects
Possible Theme	Sustainability - Modern Ahupua`a	Agriculture - Food	Economic Development - Energy	Marine Science - Climate Change
Possible Scope	Local	State	National	Global

<p>Possible Provider / Resources - Teacher teams will work to customize these, and resources like these, to our program and student's needs.</p>	<p>PVS - Peace Flags (2 - 3 day lesson CCSS alignment TBD)</p> <p>PVS - How do you malama honua? (1 - 2 week partial curriculum CCSS alignment TBD)</p> <p>EL - Water is Life (8 week full expeditionary learning curriculum CCSS aligned)</p> <p>High Tech Middle - Urban Ecology (10 week partial curriculum CCSS alignment TBD)</p> <p>Gradpoint</p> <p>Engage NY (Math)</p> <p>Engage NY (EL)</p>	<p>The Food Project (2 - 3 week curriculum CCSS aligned)</p> <p>Soil Superheros (project idea video)</p> <p>Biomimicry - Learn from Nature Handout (3 day lesson CCSS alignment TBD)</p> <p>Gradpoint</p> <p>Engage NY (Math)</p> <p>Engage NY (EL)</p>	<p>Energy.gov (educational resources, lesson ideas and plans)</p> <p>Biggest Energy Loser (2 - 8 week partial curriculum CCSS alignment TBD)</p> <p>Gradpoint</p> <p>Engage NY (Math)</p> <p>Engage NY (EL)</p>	<p>PVS - The Oceans Connect Us (1 - 2 day lesson CCSS alignment TBD)</p> <p>Gradpoint</p> <p>Engage NY (Math)</p> <p>Engage NY (EL)</p>
<p>Possible Field Learning</p>	<p>Waimea Valley, Other local sites and Guest Speakers TBD</p>	<p>Kahuku Farms, Waihuena Farms, Kahumana Farms, Hoa'aina o Makaha, Other local sites and Guest Speakers TBD</p>	<p>Loko Ea, Kahuku wind farms, H-Power, Solar farms, Other local sites and Guest Speakers TBD</p>	<p>Wanana Pahoia, Kahuku Point - North Shore Community Land Trust Conservation, Other local sites and Guest Speakers TBD</p>
<p>Possible Central Questions</p>	<p>What could modern ahupua`a in the North Shore / Ko'olauloa region look like?</p>	<p>How should our food be produced in Hawai'i?</p>	<p>How can we eliminate the consumption of fossil fuels from our economy?</p>	<p>How can humans keep the oceans and ocean life alive?</p>
<p>Possible Skills Focus</p>	<p>Learn how to learn - Smaller projects to build up to longer ones, Collaboration</p>	<p>Service Learning</p>	<p>Activism, Research</p>	<p>Global Collaboration Elements</p>

8th Grade - Quarters	1st	2nd	3rd	4th
Possible Common Core Alignment - Teachers will be encouraged to develop projects based on a variety of standards, in addition to common core, such as Next Generation Science Standards (NGSS) and HCPS III.	Math - EI - RI 8.2, 8.4, 8.6, 8.8, 8.9 W 8.1, 8.2, 8.4, 8.5, 8.6 - 8.9 SL.8.1 - 8.6 L 8.4, 8.6	Math - EI - RI.8.2, 8.4, 8.6, 8.8, 8.9 W 8.1, 8.4, 8.5, 8.7, 8.8, 8.9 SL 8.2 - 8.6 L 8.4, 8.6	Math / Science - 7.SP.A.1 7.SP.A.2 7.SP.B.5 7.NS.A.3 RST 8.1, 8.3, 8.4, 8.7, 8.9 EI / History - RI 8.1 - 8.4, 8.9 W 8.1, 8.2, 8.4 SL 8.1 L 8.1 - 8.6 WHST.6-8.1 WHST.6-8.2 WHST.6-8.4	Math - EI - SL.6.1 SL.6.4 SL.6.5 W.6.2 W.6.6 W.6.8 W.6.9
Possible HCPS III Alignment (1 → 4)	Primary vs. Secondary Historical Perspectives and Interpretations The Constitution - evolution, convention, ideas and principles, ratification, bill of rights	Two-Party System Jackson[ian] Seneca Falls, Garrison and Douglas Early technology effects westward expansion	Antebellum Civil War - Causes, Outcomes Reconstruction Three Branches Monroe Doctrine	International Relations Citizenship Supply and Demand and Tech. effect on standard of living
Possible Themes	Sustainability - North Shore / Ko'olauloa	Agriculture - Food	Economic Development - Plastic	Marine Science - Climate Change
Possible Scope	Global	National	State	Local
Possible Provider / Resources - Teacher teams will work to customize these, and resources like these, to our program and student's needs.	PVS - Let's Go Voyaging (3 - 4 week partial curriculum CCSS alignment TBD) PVS - Energy Around A Sense of Place (2 - 4 week full curriculum CCSS alignment TBD)	EL - Sustainability of U.S. Food Chain (8 week full expeditionary learning curriculum CCSS aligned) Gradpoint Engage NY (Math) Engage NY (EL)	PVS Winged Ambassadors (11 days full curriculum CCSS aligned) Buy Use Toss (10 days full curriculum CCSS alignment TBD) Waste Lesson (1 week full	PVS Climate Change Curriculum (4 - 5 week full curriculum CCSS aligned) Gradpoint Engage NY (Math) Engage NY (EL)

	State of Our Commons Resources (1 week curriculum CCSS alignment TBD) Gradpoint Engage NY (Math) Engage NY (EL)		curriculum CCSS aligned) Gradpoint Engage NY (Math) Engage NY (EL)	
Possible Field Learning	Waimea Valley, Loko Ea, Other local sites and Guest Speakers TBD	Kahuku Farms, Waihuena Farm, Kahumana Farms, Hoa'aina o Makaha, Other local sites and Guest Speakers TBD	Sustainable Coastlines, Kokua Foundation, Beach cleanups and hikes, Other local sites and Guest Speakers TBD	Wanana Pahoia, Kahuku Point - North Shore Community Land Trust Conservation, Other local sites and Guest Speakers TBD
Possible Central Questions	What should a sustainable North Shore Ko'olauloa look like?	Could Hawai'i be food independent?	How can we eliminate production and consumption of plastic and waste in our economy?	Can climate change / global warming be slowed or stopped?
Possible Skills	Learn how to learn - Smaller projects to build up to longer ones, Collaboration	Service Learning	Activism, Research	Global Collaboration Elements

2. A clear description of the rigorous academic standards that will be used at the proposed school including:

- a. A rationale for inclusion each set of standards that the proposed school plans to adopt that demonstrates an understanding of how each set of standards will contribute to the success of student learning under the Academic Plan; and**
- b. A clear articulation of how the standards based curriculum will be aligned to standards-based instruction, standards-aligned formative and summative assessments and standards-based grading and reporting of student progress.**

NSCS will include unit objectives which will be developed, and based on, Common Core Standards. When applicable and appropriate the unit objectives will also meet certain HCPS III State Standards, National Social Studies Standards, and Next Generation Science Standards. NSCS teachers will work collaboratively to develop curriculum maps which are designed to develop the

content and skills needed for student success in high school, college, and careers. The following standards maps were developed with the intent to scaffold students towards competency in increasingly more complex skills or to group standards by the relevancy to the central question, the culminating events and the summative assessments.

Common Core standards will support project design and instruction to provide students with the skills needed to analyze text and a variety of other media, conduct research, evaluate sources, etc. to complete the formative and summative assessments, and the culminating activity and summative assessments for each project. Being that teachers will craft the projects and assessments based on the common core standards, grades will reflect to what degree the students are performing the standards at that time. Assessments will test the skills learned, and data will be collected at planned intervals, and regularly as needed, to drive student intervention and instruction.

Here are examples of possible standards maps for grades 7 and 8 which demonstrate possible standards grouping and implementation timeline that teachers can use as a starting point:

Key	
Introduced	I
Proficient	P
Reinforced/Reviewed	R

Grade 7:

ELA:

Strand	Topic	Code	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Reading Literature	Key Ideas and Details	7.RL.1	I			
		7.RL.2	I			
		7.RL.3				
	Craft and Structure	7.RL.4				
		7.RL.5				
		7.RL.6	I			
	Integration of Knowledge and Ideas	7.RL.7				I
		7.RL.9				
	Range of Reading and Level of Text Complexity	7.RL.10				

Reading Informational	Key Ideas and Details	7.RI.1	I			
		7.RI.2	I			
		7.RI.3	I			
	Craft and Structure	7.RI.4	I			
		7.RI.5	I			
		7.RI.6	I			
	Integration of Knowledge and Ideas	7.RI.7	I			
		7.RI.8	I			
		7.RI.9	I	R		
	Range of Reading and Level of Text Complexity	7.RI.10	I	R	R	P
Writing	Text Types and Purposes	7.W.1		I		
		7.W.2		I		
		7.W.3				
	Production and Distribution of Writing	7.W.4		I		
		7.W.5		I		
		7.W.6		I	R	P
	Research to Build and Present Knowledge	7.W.7			I	R
		7.W.8			I	R
		7.W.9			I	R
	Range of Writing	7.W.10	I	R	R	P
Speaking and Listening	Comprehension and Collaboration	7.SL.1			I	
		7.SL.2	I	R	R	
		7.SL.3			I	
	Presentation of Knowledge and Ideas	7.SL.4			I	
		7.SL.5		I		
		7.SL.6				

Language	Conventions of Standard English	7.L.1		I		
		7.L.2		I		
	Knowledge of Language	7.L.3		I		
	Vocabulary Acquisition and Use	7.L.4	I	R	R	P
		7.L.5	I			
		7.L.6	I			
Reading History	Key Ideas and Details	6-8.RH.1		I	R	P
		6-8.RH.2	I			
		6-8.RH.3		I		
	Craft and Structure	6-8.RH.4	I	R	R	P
		6-8.RH.5				
		6-8.RH.6	I		R	
	Integration of Knowledge and Ideas	6-8.RH.7			I	R
		6-8.RH.8		I	R	P
		6-8.RH.9	I			
	Range of Reading and Level of Text Complexity	6-8.RH.10	I			
Reading Science and Technical	Key Ideas and Details	6-8.RST.1				
		6-8.RST.2				
		6-8.RST.3				
	Craft and Structure	6-8.RST.4				
		6-8.RST.5				
		6-8.RST.6				
	Integration of Knowledge and Ideas	6-8.RST.7				
		6-8.RST.8				
		6-8.RST.9				

	Range of Reading and Level of Text Complexity	6-8.RST.10				
Writing History	Text Types and Purposes	6-8.WHST.1	I	R		
		6-8.WHST.2		I		
	Production and Distribution of Writing	6-8.WHST.4		I		R
		6-8.WHST.5		I		
		6-8.WHST.6		I		
	Research to Build and Present Knowledge	6-8.WHST.7				I
		6-8.WHST.8				I
		6-8.WHST.9	I			
	Range of Writing	6-8.WHST.10	I	R	R	P

Math:

Domain	Cluster	Code	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Ratios and Proportional Relationships	Analyze proportional relationships and use them to solve real-world and mathematical problems.	7.RP.1	I		R	
		7.RP.2	I		R	
		7.RP.3	I		R	
The Number System	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	7.NS.1	I			
		7.NS.2	I			
		7.NS.3	I			
Expressions and Equations	Use properties of operations to generate equivalent expressions.	7.EE.1		I		
		7.EE.2		I		
	Solve real-life and mathematical problems using numerical and algebraic expressions and equations	7.EE.3		I	R	
		7.EE.4	I	R		
Geometry	Draw, construct, and describe geometrical	7.G.1	I		R	

	figures and describe the relationships between them.	7.G.2				I
		7.G.3				I
	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	7.G.4			I	
		7.G.5			I	R
		7.G.6			I	R
Statistics and Probability	Use random sampling to draw inferences about a population.	7.SP.1			I	
		7.SP.2			I	
	Draw informal comparative inferences about two populations.	7.SP.3				I
		7.SP.4				I
	Investigate chance processes and develop, use, and evaluate probability models.	7.SP.5				I
		7.SP.6				I
		7.SP.7				I
		7.SP.8				I

Grade 8:

ELA:

Strand	Topic	Code	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Reading Literature	Key Ideas and Details	8.RL.1	I			
		8.RL.2	I			
		8.RL.3				
	Craft and Structure	8.RL.4				
		8.RL.5				
		8.RL.6	I			
	Integration of Knowledge and Ideas	8.RL.7				I
		8.RL.9				
	Range of Reading and Level of Text Complexity	8.RL.10				

Reading Informational	Key Ideas and Details	8.RI.1	I			
		8.RI.2	I			
		8.RI.3	I			
	Craft and Structure	8.RI.4	I			
		8.RI.5	I			
		8.RI.6	I			
	Integration of Knowledge and Ideas	8.RI.7	I			
		8.RI.8	I			
		8.RI.9	I	R		
	Range of Reading and Level of Text Complexity	8.RI.10	I	R	R	P
Writing	Text Types and Purposes	8.W.1		I		
		8.W.2		I		
		8.W.3				
	Production and Distribution of Writing	8.W.4		I		
		8.W.5		I		
		8.W.6		I	R	P
	Research to Build and Present Knowledge	8.W.7			I	R
		8.W.8			I	R
		8.W.9			I	R
	Range of Writing	8.W.10	I	R	R	P
Speaking and Listening	Comprehension and Collaboration	8.SL.1			I	
		8.SL.2	I	R	R	
		8.SL.3			I	
	Presentation of Knowledge and Ideas	8.SL.4			I	
		8.SL.5		I		
		8.SL.6				

Language	Conventions of Standard English	8.L.1		I		
		8.L.2		I		
	Knowledge of Language	8.L.3		I		
	Vocabulary Acquisition and Use	8.L.4	I	R	R	P
		8.L.5	I			
		8.L.6	I			
Reading History	Key Ideas and Details	6-8.RH.1		I	R	P
		6-8.RH.2	I			
		6-8.RH.3		I		
	Craft and Structure	6-8.RH.4	I	R	R	P
		6-8.RH.5				
		6-8.RH.6	I		R	
	Integration of Knowledge and Ideas	6-8.RH.7			I	R
		6-8.RH.8		I	R	P
		6-8.RH.9	I			
	Range of Reading and Level of Text Complexity	6-8.RH.10	I			
Reading Science and Technical	Key Ideas and Details	6-8.RST.1				
		6-8.RST.2				
		6-8.RST.3				
	Craft and Structure	6-8.RST.4				
		6-8.RST.5				
		6-8.RST.6				
	Integration of Knowledge and Ideas	6-8.RST.7				
		6-8.RST.8				
		6-8.RST.9				

	Range of Reading and Level of Text Complexity	6-8.RST.10				
Writing History	Text Types and Purposes	6-8.WHST.1	I	R		
		6-8.WHST.2		I		
	Production and Distribution of Writing	6-8.WHST.4		I		R
		6-8.WHST.5		I		
		6-8.WHST.6		I		
	Research to Build and Present Knowledge	6-8.WHST.7				I
		6-8.WHST.8				I
		6-8.WHST.9	I			
	Range of Writing	6-8.WHST.10	I	R	R	P

Math:

Domain	Cluster	Code	Quarter 1	Quarter 2	Quarter 3	Quarter 4
The Number System	Know that there are numbers that are not rational, and approximate them by rational numbers.	8.NS.1				I
		8.NS.2				I
Expressions and Equations	Work with radicals and integer exponents.	8.EE.1	I			
		8.EE.2				I
		8.EE.3	I			
		8.EE.4	I			
	Understand the connections between proportional relationships, lines, and linear equations.	8.EE.5		I		
		8.EE.6		I		
	Analyze and solve linear equations and pairs of simultaneous linear equations.	8.EE.7				I
		8.EE.8				I

Functions	Define, evaluate, and compare functions.	8.F.1			I	
		8.F.2			I	
		8.F.3			I	
	Use functions to model relationships between quantities.	8.F.4			I	
		8.F.5			I	
Geometry	Understand congruence and similarity using physical models, transparencies, or geometry software.	8.G.1	I			
		8.G.2	I			
		8.G.3		I		
		8.G.4		I		
		8.G.5	I	R		
	Understand and apply the Pythagorean Theorem.	8.G.6	I	R		I
		8.G.7	I	R		I
		8.G.8				I
	Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.	8.G.9			I	I
Statistics and Probability	Investigate patterns of association in bivariate data.	8.SP.1				I
		8.SP.2				I
		8.SP.3				I
		8.SP.4				I
Science & Technical Subjects » Grade 6-8						
Key Ideas and Details:		RST.6-8.1				
		RST.6-8.2				
		RST.6-8.3				

Craft and Structure:	RST.6 -8.4				
	RST.6 -8.5				
	RST.6 -8.6				
Integration of Knowledge and Ideas:	RST.6 -8.7				
	RST.6 -8.8				
	RST.6 -8.9				
Range of Reading and Level of Text Complexity:	RST.6 -8.10				

3. A reasonable and sound timeline and description of how instructional materials will be developed or selected and a list of individuals that will be involved in the development or selection process. If the instructional materials have been selected, a description and explanation that clearly demonstrates how the materials support the Academic Plan. If the proposed Academic Plan includes a *virtual or blended learning program*, include a clear description of the virtual learning curriculum program(s) and a reasonable rationale for the selection of the curriculum program(s).

Board has already begun selecting instructional materials through building relationships with community organizations that develop curriculum for 7 - 8 grades related to sustainability, agriculture, marine science, and economic development.

3 - 4 months prior to opening, administration and teachers will be hired (for the opening school year), and trained in PBL, and Gradpoint. Admin and teachers will begin planning PBL curriculum with community partners for the upcoming school year (via stipends, retreats etc). Collaboration, a core value of the school, will be exhibited by admin and teachers from inception.

NSCS will implement elements of a blended program only in the sense that students, teachers, parents, and admin will be able to access all course work online. Housing work and curriculum online not only teaches 21st century skills, but increases accountability and transparency in the implementation of curriculum for all. Students will attend school daily in a face-to-face environment and work through Gradpoint (GP) in a supportive and hands on environment with staff. Families would have the choice to access course work for enrichment and/or remediation anywhere they have internet connection which is an added benefit. Gradpoint courses will be customized and built by teachers to meet the specific needs of the program. GP and other ed-tech tools will allow for a wide range of customization, develop 21st century skills and facilitate group learning and responsibility (ie: Kanbanchi).

Here is an example of a Grade 8, Quarter 3 Unit on Plastics in Hawai'i which teachers may be able to use as a starting point in the development of this quarter's curriculum:

Grade 8 - Quarter 3 Unit Example: Plastics in Hawai'i

The following grade 8 quarter 3 unit example includes the key educational components which work to build greater engagement and relevancy into the the education experience for the students and build motivation for deeper learning.

- Driving Question: How can we eliminate production and consumption of plastic and waste in our economy?
- Project and Problem-Based Learning (PBL): The following is a general overview, and rough estimate of timeline, of how this unit will be implemented over the span of the quarter:
 - Day 1: Kick-off Event
 - This event is intended to establish purpose, significance and relevance of topic and to introduce the driving question and the project elements. Partner organizations may be present to introduce themselves and provide hands on activities to peak student's interest. Pre-project reflections and pre-learning target checklists are to be completed.
 - Days 2 - 29: Building Expertise (Instruction / Unit[s])
 - Teacher teams will implement lessons and activities which allow students time to practice CCSS skills, gain knowledge and understanding of topics, conduct research, reflect and assess, build their digital portfolios and learn out in the field or with guest speakers. Students will spend one day weekly participating in service learning or field learning out in the community or with guest speakers. The rest of the week will be spent with teachers in the class.
 - Days 30 - 40: Culminating Event[s]
 - Students will work collaboratively to plan, implement, analyze and report on the two culminating events, described below in more detail, to build student agency and relevance.
 - Days 41 - 45: Debrief and Summative Assessment
 - In this segment of the unit, students will given time to complete their post-learning target checklist, post-project reflections, recorded conferences, self and peer graded rubrics, make additional revisions and finalize digital portfolios. They will also revisit the driving question individually and be assessed summatively on other related skills and content via a variety of possible rigorous writing prompts, performance tasks or tests.
- Cross Curricular and Common Core Driven: The following are examples of curriculum which teacher teams may be able to use to craft and mold learning activities and lessons for students to coincide with field learning.
 - [PVS Winged Ambassadors](#) (10 days full curriculum Math and Science CCSS aligned)

- [Buy Use Toss](#) (10 days full curriculum Science and History focused, CCSS alignment TBD)
- [Waste Lesson](#) (1 week full curriculum English Language Arts CCSS aligned)
- Formative and Summative Assessments, Reflection and Revision and Self and Peer Assessment: Listed below are possible strategies which can be used in the assessment processes to measure growth and learning.
 - Learning Targets Pre Unit and Post Unit - [See example learning target questionnaire](#)
 - Graphic Organizers, writing prompts and worksheets provided by curriculum providers. Additionally formative quizzes and a variety of other quick checks can be implemented using tools such as [goformative.com](#) and [Gradpoint](#) assessment tools.
 - Pre and Post writing reflections
 - Formative activity rubrics and summative assessment rubrics where students will engage in self and peer assessment processes.
 - Small group conferences - Recorded conferences will take place at intervals during the process as a formative assessment to allow students to practice oral presentation skills and verbal communication and allow them to reflect and plan to revise collaboratively.
 - Digital Portfolio - Using Google slides, or Sites, all elements and steps of the project will be seamlessly collated into a digital portfolio where students can easily access project pieces for easy reflection and revision.
- Community partnerships and Field Work: Students will conduct service learning and field research out in the community to gain real-world and hands on experience with the topics. Guest speakers will also be invited to provide rich learning experiences on site. The following are examples of organizations which the school may work with in this unit.
 - [Sustainable Coastlines](#) - Beach clean ups, in class presentations, waste diversion system and mobile education station.
 - [Kokua Hawai'i Foundation](#) - Recycling drives and in class presentations
 - Various island wide beach clean-ups and hikes
 - Possible recycling businesses to visit - [Opala.org List](#)
- Collaboration: In addition to working collaboratively during service learning trips and in class learning activities, student teams will utilize tools, such as Kanbanchi, to plan and execute summative events, such as those listed below, to address the central question.
 - Research - Students will conduct short term research to find ways that others around the world have been addressing the central question. They will then assess their findings, choose the

idea they determine to be the best solution to address the plastic problem and create visual of some sort to present their findings at the community showcase.

- Community Showcase - Students, together with partner organizations, will showcase their research to the larger community with educational stations and interact with the community to advocate for their ideas and generate, awareness of, and participation in their statewide survey.

- Plan, promote, execute and report

- Statewide Survey - Students will create, share and analyze a statewide survey to gauge public knowledge and interest, collect ideas and build public awareness. They will develop the survey collaboratively, work in various teams to disseminate the survey to the widest possible statewide audience, analyze the results and develop ways to share their findings to report back out to the larger community with the intent to inform public perceptions and policy.

- Develop / Create, execute, analyze, and report

- [See this informational video about Kanbanchi and how it works.](#)

- [See this link to an example of how this process may be organized using Kanbanchi.](#)

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

See response to II.D.2.a (goals for students meeting or exceeding achievement standard on the HSA)

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

Teachers will be expected to delineate the Common Core standards in all lessons and assessments and attach them to the lessons in the GP system (formative and summative). This will enable teachers to collect data on Common Core skills performance easily and frequently. Teachers will also be expected to implement best practices in building scaffolds into learning activities for students to be able to receive regular feedback on their performance in a variety of ways. Assessments will test the skills learned, and data can be collected on the ability of students to express those skills. Students that are struggling can be identified, and targeted teaching will then be used to review and reteach the specific skill. Students will be able to revise formative assessments accordingly. Data will also be used by admin and teachers to identify the greater

needs of the student population (school-wide) and drive professional development and future instructional design.

6. A clear description of the instructional strategies that the proposed school will use that adequately explains how these strategies support the mission, vision, and academic philosophy of the proposed school and are well-suited to the anticipated student population. The description must also include the interventions and modifications that will be made to instructional strategies if students are not meeting identified goals and targets. If the proposed school's Academic Plan contains a *virtual or blended learning program*, the description must adequately explain how the proposed instructional strategies will work with the virtual learning components to result in a coherent instructional program.

See the response to II. A. 1

NSCS's RTI intervention plan will be based on regular data collection, and other qualitative information the teacher collects through the teaching processes which gauge student achievement in meeting standards. Teachers will work as a team to respond appropriately with targeted teaching for additional support.

Modifications could include the use of programs such as Achieve 3000 to provide students with the same content, but at different levels of comprehension. Projects will allow for different roles, and tasks to be completed and provide student choice in the way they demonstrate their learning whenever possible. Culminating activities will allow for differentiated responses to the driving question.

7. Graduation Requirements.

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

Not applicable for intended student population.

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

Not applicable for the intended student population.

8. Virtual and Blended Learning. If the proposed school's plan contains a *virtual or blended learning program*, as defined in the RFP:

- a. A clear overview of any *virtual or blended learning program* that is appropriate for the anticipated student population and clearly demonstrates that all students receive adequate support, including:
 - i. State the number of anticipated students that will access either a blended model, and/or a virtual program at your proposed school.

All students will access the blended model.

1. For students accessing the virtual program, indicate the number of hours per month the student will access the virtual or distance learning program outside of your school's site.

All students will access the blended program at the school, 5 days a week

- ii. A description of the general organization of the *virtual learning* schedule (e.g., fixed daily schedule, modified schedule, open entry/open exit), including an adequate explanation of how schedules will be modified, if at all, for students that fail to meet learning goals;

There will be a fixed schedule for all students. Student Support interventions will be built into the regular school week.

- iii. For *blended learning programs*, an explanation of whether and how the program enhances or supports classroom instruction;

The blended portion of the program enhances and supports classroom instruction through allowing students to be self-directed, access all assignments, rubrics, and content, to facilitate research, and allow groups and individuals to work on different tasks simultaneously. All will benefit from the ability to collect data on student achievement and drive intervention seamlessly and efficiently with the use of blended elements.

- iv. A description of the teacher's role, the role of any non-teacher faculty members (paraprofessionals, counselors, parent instructional coaches), the student's role and the parents' role in any virtual learning program.

Virtual program will not be applicable to core classes at NSCS.

- v. Describe what, if any, additional responsibilities will be required of teachers in the virtual environment (course development/design, research, website maintenance) and describe how the school will communicate these responsibilities to teachers. Describe how the school will provide professional development appropriate to the delivery method used.

Virtual program will not be applicable to core classes at NSCS.

- vi. A plan for orientation for prospective and enrolled students, their parents, and their instructional coaches on the course delivery model prior to the beginning of the school year.

As a normal practice, student orientation would take place at the beginning of the school year to familiarize students with applicable blended elements and general school functionality. Faculty and staff will use ed-tech tools to develop a bank of tutorials specific to NSCS which would aid in communication of necessary information to all as needed.

- vii. A description of the degree of support provided to students using any *virtual learning* program (e.g., little or no support, school based mentoring support, school or home mentoring support).

Virtual program will not be applicable to core classes at NSCS.

- viii. Describe whether a student enrolled in the virtual school can be enrolled in credit bearing instructional activities at another institution.

Virtual program will not be applicable to core classes at NSCS.

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

Virtual program will not be applicable to core classes at NSCS.

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

Video demonstration of blended learning elements integration into the face-to-face environment: <https://www.youtube.com/watch?v=1mewtGQVdz4>

- c. Describe whether students will be required to regularly or periodically attend your school facility. Specify such requirements and describe the facility.

Regularly, Emerson Hall at Queen Lili'uokalani Protestant Church 66-90 Kamehameha HWY, Haleiwa, HI 96712. Facility is approximately 3,000 square feet, with a commercial kitchen, stage, bathrooms, outdoor space, parking, room for turnaround. NSCS will use moveable dividers / partitions to create classroom space and space for assemblies and events.

- d. Describe how the school will ensure or facilitate student attendance at in-person school activities.

Not only will a relevant and engaging program where student agency is valued and celebrated facilitate attendance, but attendance will also be required due to the nature of our program.

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

NSCS will use eSIS to start in the first several years, with the goal of building a custom SIS for the school in the future.

- f. A description of the proposed school's virtual attendance policy.

N / A

- g. Describe the virtual and blended learning program's policies regarding truancy, absence, withdrawal, credit recovery, and dual enrollment.

Being that NSCS students will access blended learning elements of the curriculum in a face-to-face environment regular school attendance policies will apply. Students will not have the opportunity for dual enrollment and policies regarding truancy, absence, withdrawal, credit recovery, will comply with state laws and mirror state DOE policies.

- h. Describe the intervention the school will take when students are not logging in and/or completing coursework as required.

All applicable RTI and disciplinary actions would apply being that students will remain in a face-to-face learning environment. Virtual requirements are not applicable.

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

All mandated assessments will be administered online over a secure network as directed and in a safe and secure environment with the support of all faculty and staff.

See the financial workbook for applicable budget items.

- j. Describe the plan and method for the administration of all required state assessments.**

All mandated assessments will be administered online over a secure network as directed.

- k. A reasonable plan to uphold the academic integrity of the *virtual or blended learning program* that describes the systems and procedures for validating the authenticity of student work. Describe procedures to ensure the integrity and authenticity of student work product and assessment scores, including the use of an academic honesty and computer acceptable use policy. Describe the intervention to be used when students fail to provide authentic work product or assessment responses. Describe the role that parents will have in promoting accountability.**

Assessments will all be completed in person under teacher supervision. Parents and students will sign the handbook outlining the acceptable use and academic integrity policy. First offense - student gets a zero and is allowed to make up the assignment under school supervision. Second offense will be a conference between admin, teacher, parents, and student. Third offense will impact automatic enrollment for the following school year.

- l. Describe the data retention, security, acceptable use, electronic communication, and confidentiality policies.**

All actions in regards to data retention, security, acceptable use, electronic communication, and confidentiality will follow FERPA laws and all other applicable state and federal laws which may apply.

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

Admin and staff will all receive training and certification related to FERPA, CIPPA, and COPPA.

- n. Describe how the school will provide for the health and safety of students in both online and offline activities.**

NSCS will secure student devices to ensure regular online monitoring of use by admin to address online bullying and other problems which may arise. School insurance will also be secured to protect against offline activities which may occur. All students, families and staff will sign the school handbook and be held accountable to abiding by all policies and expectations.

- o. Describe how the school will administer required health screenings to students in virtual programs.**

N / A

- p. An adequate explanation of how the proposed model ensures that there are minimal interruptions to learning, should technological challenges arise, including a description of the plan for technical support and troubleshooting for students, teachers, parents or guardians, and administrators. Describe the scope of technical support that will be provided, including where support staff will be located, and the hours (including weekends and holidays) and manner in which support will be accessible to students and school employees.

The school will utilize a variety of techniques including the use of multiple networks and internet capacity that can handle 100 + students to avoid disruptions. Technical support will be provided by a contracted partner, to be held on retainer, and paid based on a set number of hours servicing the network and student concerns per month (approximately 20 hours per month).

- q. Describe procedures to deliver instruction when equipment, software, or connectivity at any location is lost or impaired. Specify who will pay for internet connectivity, and address minimum bandwidth and a course of action for any areas of the state that do not have the minimum bandwidth.

Teachers will be encouraged to keep paper files for the assignments in each unit that can be copied for students if the internet goes down as well as retain a bank of activities which can be implemented in traditional fashion such as brainstorming activities, discussion simulations and review games. The lessor will pay for the internet in this case. Bandwidth has already been assessed by Oceanic Time Warner and it has been determined that everything ok for the install.

- r. Describe data protection and recovery procedures in event of catastrophic system failure (including offsite system backup).

NSCS will utilize offsite backup, cloud storage strategies and other manual data backup practices when applicable to ensure the protection and recovery of school data.

- s. Describe all technological equipment and services that the school will provide, including hardware, software, connectivity, and media storage devices, and property controls and equipment tagging that will be in place. Specify any equipment or technological support that students or families will be responsible for purchasing or obtaining.

The school will secure and inventory all Chromebooks, laptop carts, internet equipment and devices and lock items of value in carts and shelving units. The school will provide internet connectivity at the facility. NSCS will tag and barcode all equipment for inventory purposes.

To ensure effective and ethical use of all applicable educational technology tools students and families will be required to sign agreements to follow terms of use policies in the Parent - Student Handbook (must be signed by both). The school will implement a sign out system for laptops or other devices which puts liability on the student/family if equipment is lost or broken.

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

Gradpoint and other proposed educational technology tools, such as Chromebooks and G Suite, are designed to function on any device connected to the internet. Any additional tools will be used and chosen based on an understanding of whether it will be able to function using existing devices and internet capabilities. Care will be taken to utilize the latest in online tools which work within the cloud and which are adaptable to a wider variety of devices.

- u.** Describe how the virtual program will provide services to all enrolled students with exceptionalities, regardless of where the student resides.

N / A

- v.** Describe the virtual program's procedures for Individual Education Plan (IEP) meetings, including determining where such meetings will occur.

N / A

- w.** Describe how the virtual program will implement ADA and Rehabilitation Act standards for accessibility to web-based curricula.

N / A

- x.** Indicate the nature, frequency, and location of all required in-person meetings between parents and school faculty/administration, such as parent-teacher conferences, parent-teacher meetings, field trips, etc.

Parent - student - teacher conferences will be held at least once per quarter (with homeroom teacher and / or core subject teachers). Field work opportunities will be offered about once per week and parent will be encouraged to participate regularly as chaperones / volunteers.

- y.** Indicate the nature and frequency of all optional opportunities for in-person meetings and interactions such as open houses and school community meetings.

Parents and students will attend orientation sessions at the beginning of each school year (new students only) and follow up trainings may also be provided to new families as needed throughout the year. The school plans on having open houses and/or community showcases at least twice per year with the goal having quarterly events throughout the year. NSCS would also hold community meetings with community partners as part of the planning processes for expeditionary learning elements. Furthermore, school collaboration meetings are envisioned in the long run, during which NSCS would invite in other school representatives to further the development, and sharing of, best practices for the common goal of advancing education in the state.

- z.** Describe the procedures for parents to contact virtual charter school faculty and administrators with concerns of any nature and the procedures and required timelines for prompt and helpful responsiveness to such communications.

N / A

- aa.** Describe how the school will provide adequate, timely, and appropriate technical support to students, teachers, facilitators, and instructional coaches.

Teachers will be first point of contact for student support and be able to triage the support request to applicable parties available to help. Staff will clarify the workflow of any tech support issue which may arise to ensure timely responses and triage of support issues. If staff

cannot solve technical problems, students will be referred to the school's contracted support person[s] and/or Gradpoint tech support.

bb. Describe whether training opportunities to parents and guardians will be available.

Yes, training would occur at the beginning of the school year orientation sessions, especially for Gradpoint, and follow up sessions will be made available if needed. Furthermore, staff will work to create a bank of tutorials which families may be able to access online.

cc. Describe how parents access student grades and understand student progress.

Parents will have an observer log in to view online grade books in Gradpoint courses and other student reports and measures within the system.

C. Special Populations and At-Risk Students

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

Based on SSIRs for Kahuku and Waialua for 2015 - 16, the total percentage of students having classified as SPED (having IEPs and Section 504 plans) will be approximately 10% of the overall student population. Inclusion will be practiced, with service hours for SPED students.

SPED teacher will double as school Student Services Coordinator for years 1 - 2. SSC will schedule parent meetings, conduct testing, create IEP and 504 plans for each. Data will be housed in eSIS and Google Drive files. The English teacher position will have an ELL Certification / background and be able to administer ELL services for students as necessary.

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

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

Based on SSIRs for Kahuku and Waialua for 2015 - 16, the total percentage of students having classified as SPED (having IEPs and Section 504 plans) will be approximately 12% of the overall student population.

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

Daily schedule attachment, staffing attachment, PBL, Common Core, differentiated curriculum to meet the needs of diverse student population.

- c. Methods for appropriate identification of potential students with special needs, how these methods will be funded, and how misidentification will be avoided;
SSC conducts SPED assessments to identify students, teacher input, conferencing with parents.
 - d. Specific instructional programs, practices, and strategies the proposed school will employ to do things like provide a continuum of services; ensure students' equitable access to general education curriculum; ensure academic success; and opportunities the proposed school will employ or provide to enhance students' abilities;
Inclusion program and student services with SPED teacher.
 - e. Monitoring, assessing, and evaluating the progress and success of students with special needs, including plans for ensuring each student with special education needs attains IEP goals and for exiting ELL students from ELL services;
Need more info. Call Sarada, Ed, Daniel, or Micah
 - f. For proposed schools that have a high school division, plans for promoting graduation;
Not applicable because NSCS will only serve 7 - 8 grades.
 - g. Plans to have qualified staff adequate for the anticipated special needs population, especially during the beginning of the first year; and
NSCS will hire and train highly qualified SPED staff prior to the beginning of the school year.
 - h. If the proposed school's plan contains a *virtual or blended learning program*, a clear description of how the virtual component addresses students with special needs, which may include IEP meetings and modifications, as necessary, for transitioning to or from a fully or partially virtual learning program.
Not applicable because NSCS will not have any virtual components to its curriculum. All learning will take place in a face-to-face setting.
- 3.** A clear illustration of how the proposed curriculum and Academic Plan will accommodate the academic needs of students performing below grade level and a clear description of the supports and instructional strategies beyond special education that will support underperforming students in meeting and exceeding standards.
See RTI plan. Students will be assessed and grouped to receive targeted teaching to gain proficiency in the Common Core skills in which they are deficient.
- 4.** A clear description of how the proposed school will identify students who would benefit from accelerated learning opportunities through its assessment of students' needs, a clear illustration of how the proposed curriculum will accommodate those performing above grade level, and a comprehensive description of the supports and instructional strategies that will ensure these students are challenged and able to access the level of rigor that aligns with students' individualized needs.
PBL will facilitate student driven learning where students themselves set goals. Therefore, teachers will help guide students learning below, at, or above grade level to challenge all learnings to improve proficiency, critical thinking, and problem solving.

D. Academic Performance Management

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

a. Academic Performance Data Evaluation Plan. A comprehensive and effective plan and system for:

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

i. North Shore Charter School will collect, measure, and analyze achievement data for individual students, student cohorts (grade levels), and the entire school through the use of Connexus throughout the school year. Connexus is the chosen learning management system for NSCS where all course content, assessments, and gradebooks will be stored. From this system reports will be generated on a weekly basis to analyze students' ability to meet Common Core standards and drive teacher instruction and student intervention. For more information on Connexus data collection, and how it will influence instruction, please see the response to II.D.1.a.ii.

Data will also be collected using the Hawaii Department of Education's (DOE) Strive HI Index for individuals, student cohorts, and school-wide at the end of each academic year, and throughout the length of the charter contract. Strive HI measures students' ability to meet academic achievement standards in ELA and Math set by the DOE each year. NSCS administration and teachers will collaborate to analyze HSA test scores each year and revise curriculum and assessments to combat deficiencies and drive individual and school-wide improvement on a year to year basis

To store and retain student achievement information, NSCS will use Hawaii DOE's eSIS system, and Connexus in its first two years of operation. In the long term, NSCS will look to build a custom Student Information System that connects with Connexus to better manage and share student information in a secure way with school stakeholders.

ii. North Shore Charter School will utilize Pearson Education's Connexus product to create and administer the school curriculum to students, and its tools to collect academic performance data. All assessments will be aligned to Common Core standards for the 4 core content areas,

and uploaded into the Connexus online interface by teachers. Students will complete the assessments online, and grades will be stored in the online “gradebook” for each course, which will be accessible to all school stakeholders (students, teachers, parents, administrators) in an ongoing basis and in real-time. From the gradebooks, the Curriculum Coordinator will generate weekly academic performance reports that will track student achievement in subject areas, and on each Common Core standard assessed that week. The Curriculum Coordinator will then collaborate with all teachers during Professional Learning Community (PLC) time each week to interpret and analyze data and pinpoint areas of student deficiency based on the Common Core standards in ELA and Math. The Curriculum Coordinator and teachers will look for similar standards across subjects in reading, writing, speaking and listening, and literacy to find areas where students fail to meet proficiency (60%). The Curriculum Coordinator will then be responsible for grouping students, and assigning teachers to conduct target teaching of the Common Core standards that need to be met in weekly student support sessions. Students will then have the opportunity to revise assessments in student support to demonstrate their ability to meet the standards.

Training of school leadership and teaching staff in Connexus will take place at the beginning of each school year on how to manage student achievement data. It will be the responsibility of the school leadership to analyze and interpret student achievement data for the governing board on a monthly, semester, and yearly basis.

iii. It will be the responsibility of the School Leader to interpret the student achievement data of both Connexus (monthly) and Strive HI (yearly) to the governing board. The governing board will then support the School Leader to report student achievement data confidentially to families on the individual level, and to the public on the school-wide level as it relates to the Strive HI Index.

A clear description of thoughtful, appropriate corrective actions the proposed school will take if it falls short of:

- b. Student academic achievement expectations or goals at the school-wide, classroom, or individual student level, including an explanation of what would trigger such corrective actions and the person(s), position(s), and/or entities that would be responsible for implementing them.**

Student academic achievement expectations at the school-wide level in the short term (first 2 years of school operation) will be to meet the statewide average proficiency levels for ELA and Math on the Hawaii State Assessment for each grade level. Statewide in 2016, 7th and 8th graders who met or exceeded proficiency in ELA was 47% and 49% respectively. For the same grades in Math the average for students meeting or exceeding the achievement standard was 37% and 38% respectively ([HI SBAC 2016 by grade](#)). Assuming that student proficiency will rise as schools statewide adopt Common Core standards, and students become more familiar with the SBAC style format of the Hawaii State Assessment, NSCS will have a goal of approximately 50% of students meeting or exceeding proficiency in ELA and 40% in Math in its first 2 years.

The long term goals will be for all students at NSCS to meet or exceed state achievement standards. NSCS believes that its Common Core driven Project and Problem-Based Learning (PBL) curriculum will emphasize the analysis, synthesis, and critical thinking skills that are required for all students to have success on the Hawaii State Assessment (HSA). The NSCS curriculum will focus on students developing the ELA and Math skills across all content areas

through scaffolded, skills-based assessments that are interchangeable with content. While standards and content will vary from course to course, and unit to unit, the assessment strategies will largely remain static and focus on testing the ability of students to develop and apply the problem solving and critical thinking skills required by the Common Core. NSCS will also design assessments to reflect the performance tasks on the HSA and incorporate them in each unit to emphasize ELA and Math standards across all subject areas, and better prepare students for the HSA.

At the classroom, and individual student level, student achievement goals will shift from purely meeting state achievement standards to a focus on student growth. Student achievement will be measured based on exhibiting Common Core skills on formative and summative assessments, and the ability to apply the school's core values of Mindfulness, Responsibility, Collaboration, and Perseverance in their overall experience at North Shore Charter School. In NSCS's PBL curriculum, students will be required to work interdependently in a group setting (Collaboration) where they must be aware of cultural differences and multiple perspectives (Mindfulness), responsible to each other, the school, and their community (Responsibility), and work diligently to solve problems and communicate effectively with others to complete a task or solve a problem (Perseverance). Formative and summative assessments will be used to evaluate student growth in the acquisition of Common Core skills. However, peer assessments, self assessments, teacher conferences, and reflections will assess the growth of students in acquiring the core values of the school.

For students that are failing to show growth in the acquisition of Common Core skills, North Shore Charter School will utilize a Response to Intervention (RTI) strategy that collects and analyzes data related to students meeting Common Core Standards. It is a goal of NSCS to streamline formative and summative assessment strategies across the content areas to test the ability of students to meet Common Core ELA (by subject) and Math standards. Therefore, the school will be able to collect pinpoint data on which students are struggling to meet which standards regardless of subject. Teachers for each subject will be responsible for inputting grades into the online gradebook each week. The Curriculum Coordinator will create a report each week that uses assessment data and work with teachers to identify the students that score at or below 60% in meeting Common Core standards. Intervention tiers can then be constructed that put students having trouble with a certain skill in the same group. Teachers will then work with these groups to review or reteach skills and allow students to revise assessments. RTI at NSCS will be a proactive approach that uses data to drive targeted teaching and student revision to develop all students' ability to meet Common Core standards.

Students that are failing to show growth in acquiring the core values of NSCS will be determined according to peer assessments, self assessments, teacher conferences, and reflection assignments that require students to evaluate their learning. Subject teachers will evaluate these assignments and conference with all student groups at the end of each project unit to allow students to reflect on the learning process. Teachers will also use conferencing to coach students through problems and conflicts in a professional setting that stresses conflict resolution and problem solving. Teacher conferencing will take place at least twice per month and always at the end of each project. The goal of these style assessments and reflections is to develop student engagement in the learning process and develop the core values of Mindfulness, Responsibility, Collaboration, and Perseverance.

E. School Culture

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

North Shore Charter School's mission and vision are built on the shared belief that students learn best when experiencing and responding to real world problems. The PBL curriculum at NSCS will encourage the behaviors of investigation, research, fieldwork, and analysis to facilitate student responses to problems and issues related to sustainability, agriculture, marine science, and economic development. These four areas of focus are all important characteristics that define the history and culture of the rural North Shore communities. The school community will be engaged with these areas of focus through fieldwork and real world learning opportunities to shape how these areas of focus will continue to be a part of the culture of the North Shore in the present and the future.

NSCS also believes it's identified core values of Mindfulness, Responsibility, Collaboration, and Perseverance support the mission and vision of the school and will help develop a strong school culture. These core values will be valued by all school stakeholders and drive school customs and behaviors of students, teachers, and staff. These core values will challenge all stakeholders to:

- be aware and appreciative of multiple cultures and perspectives (Mindfulness)
- be responsible for themselves, their school, and their community (Responsibility)
- be able to work together in a small group setting, and with members of the community (Collaboration)
- to be diligent in investigating and responding to real world problems (Perseverance).

NSCS's core values will inform the experience of all school stakeholders. NSCS will implement these values through shared practice by administration, teachers, students, and parents to support high expectations, and create a positive academic and social environment for middle school students. All stakeholders will be aware of relevant, real world problems and issues through their interaction with NSCS PBL curriculum. They will also be appreciative of multiple perspectives and solutions as students respond to the issues with which they are presented (Mindfulness). All stakeholders will encourage personal responsibility for fulfilling their defined roles in the school community, and be responsible for supporting each other in creating a high quality charter school. They will also encourage responsibility for being active contributors in their community through engaging in the real world learning opportunities facilitated by the school's community partners (Responsibility). Collaboration will drive interactions between the school community members to support student achievement, and create a shared sense of responsibility for school achievement. Some examples of collaboration include students working in small groups in each project; teachers and administration working together to analyze academic achievement data related to the Common Core standards; teachers and administration working together to create a PBL curriculum that is relevant to the students lives; and parents will work with teachers to develop achievable goals for students and reflect on student academic and character growth (Collaboration). Finally, administration, teachers, and parents will support students to be diligent in investigating and responding to real world problems to develop the

valuable problem solving and critical thinking skills to be successful in high school, college, and careers.

Student and teacher interactions with content, areas of study, student grouping, interactions with community partners and field work opportunities, assessment strategies, student growth, and professional development. Students will reflect on the school's core values at the end of each unit to assess their own understanding and application of these values in their daily lives. Teachers, parents, and students will meet quarterly to review student goals and growth in both their academics and character education, reflect on the learning process, and revise and set goals for the future.

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

NSCS will engage all students with a PBL curriculum that provides them with relevant, and real world learning opportunities. The collaboration, self and peer assessments, reflections, and role of the teachers as facilitators will create a professional environment for learning and problem solving social, emotional, and behavioral needs of students. Physical health needs of students will be addressed by extra curricular activities and "Physical Education Logs" that encourage students to participate in team sports and individual wellness activities in their communities.

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

PBL at NSCS will offer all students the opportunity engage with community organizations and businesses that are active the areas of sustainability, agriculture, marine science, and economic development. Students will have ongoing opportunities to learn from community leaders, business owners, and experts that will model post-secondary opportunities for students that are available in the communities in which they live. Project and Problem-Based Learning programs have been shown to increase student interest, motivation, and overall attitudes about education (Strobel & van Barneveld, 2009; Walker & Leary, 2009)

4. Student Discipline.
 - a. A clear description of the proposed school's philosophy on cultivating positive student behavior and a student discipline policy that provides for appropriate, effective strategies to support a safe, orderly school climate and fulfillment of academic goals, promoting a strong school culture while respecting student rights.

NSCS will cultivate positive student behavior through creating a collaborative, and reflective PBL curriculum that challenges students and teachers to work together with a solutions-oriented focus. Teachers will help facilitate reflection between individuals and

student groups to resolve conflicts in a professional environment that encourages students to reach out to teachers for mediation.

- b. Legally sound policies for student discipline, suspension, dismissal, and crisis removal, including the proposed school's code of conduct and procedural due process for all students, including students afforded additional due process measures under IDEA.

NSCS at this time is still developing policies around student discipline. However, the Applicant Board is currently using Chapter 19 from DOE Handbook for reference. In this model discipline supports student learning (consequences > counseling > reflection). Discipline will be administered on a case - by - case basis by looking at context, intent, and impact of the action(s) in question. Administration, teachers, and parent will then be tasked with providing appropriate support.

- c. Appropriate plan for including teachers, students, and parents or guardians in the development and/or modification of the proposed school's policies for discipline, suspension, dismissal, and crisis removal.

NSCS believes in collaboration as one of its core values, and therefore, will bring teachers, students, parents, and administrators together to sort through the facts and details, allow for the presentation of evidence and defense, and come to a decision regarding appropriate disciplinary measures on a case-by-case basis.

- d. Legally sound list and definitions of offenses for which students in the school must (where non-discretionary) or may (where discretionary) be suspended or dismissed.

In the list below, NSCS will follow recommendations from Hawaii DOE Chapter 19. Students committing Class A offenses will receive suspension (non-discretionary), as well as those committing multiple Class B offenses within the same calendar school year. In the event of Class C and Class D offenses, administration will use discretion to decide to proper remediation of student behavior.

(1) Class A offenses:

- (A) Assault;
- (B) Burglary;
- (C) Dangerous instrument, or substance; possession or use of;
- (D) Dangerous weapons; possession, or use of;
- (E) Drug paraphernalia; possession, use, or sale of;
- (F) Extortion;
- (G) Fighting;
- (H) Firearms; possession or use of;
- (I) Homicide;
- (J) Illicit drugs; possession, use, or sale of;
- (K) Intoxicating substances; possession, use, or sale of;
- (L) Property damage or vandalism;
- (M) Robbery;
- (N) Sexual offenses; or

(O) Terroristic threatening.

(2) Class B offenses:

- (A) Bullying;
- (B) Cyberbullying;
- (C) Disorderly conduct;
- (D) False alarm;
- (E) Forgery;
- (F) Gambling;
- (G) Harassment;
- (H) Hazing;
- (I) Inappropriate or questionable uses, or both of internet materials or equipment, or both;
- (J) Theft; or
§8-19-6
19-18
- (K) Trespassing.

(3) Class C offenses:

- (A) Abusive language;
- (B) Class cutting;
- (C) Insubordination;
- (D) Laser pen/laser pointer; possession or use of;
- (E) Leaving campus without consent;
- (F) Smoking or use of tobacco substances; or
- (G) Truancy.

(4) Class D offenses:

- (A) Contraband; possession or use of;
- (B) Minor problem behaviors;

F. Professional Culture and Staffing

1. Professional Culture

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

NSCS will create a professional culture centered around its core values of Mindfulness, Responsibility, Collaboration, and Perseverance. Teachers will work collaboratively with administration and community organizations to develop the PBL curriculum to be relevant and provide real world learning opportunities for students. Teachers will be empowered to design engaging projects, assessments, and culminating activities with the goal of motivating student engagement and creating student achievement opportunities for all learners. Teachers will

also be encouraged to join the NSCS Governing Board to make and influence decisions on a school-wide level.

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

NSCS is expecting approximately 47% of its student population to be on the Free and Reduced Lunch program (FRL), the metric used to measure poverty in the school community. This number is moderately high when compared to other schools across the state. However, the PBL curriculum at NSCS will facilitate group collaboration on projects where students will be given the opportunities to work with students with diverse backgrounds with the goal of fulfilling the core values of Mindfulness (appreciative of diversity in culture and perspectives) and collaboration. All students will also have access to computer and internet technology at the learning site to level the playing field for students coming from diverse socio-economic backgrounds.

2. Professional Development

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

Professional development at NSCS will focus on Project and Problem Based Learning practices, the use of educational technology, and implementing Common Core strategies to drive student achievement and engagement. For a description of how data will drive instruction, please see Section II.D.1.B for details on NSCS's Response to Intervention plan.

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

School leadership will begin interviewing and hiring teachers approximately 3 - 4 months prior to the school opening, and will begin with a 2 day PBL professional development training prior to staff reporting in July through contracted stipends. Teachers will be instructed on the scope of PBL at NSCS, and also shown the unit to unit formats they will be working in. Teachers will then begin to learn best practices and effective PBL strategies from contracted PBL organizations like the Buck Institute for Education, Expeditionary Learning, and / or Outward Bound. This initiating event will give new staff the tools it will need to begin developing curriculum and project ideas.

Teachers will report two weeks prior to the first full day with students to collaborate and begin building the PBL projects into the Connexus online platform. Teachers will receive additional training in Connexus and Common Core integration during this period to drive

planning for the first semester and beyond based on pre-developed curriculum maps (See section II.B for examples).

Finally, the teaching staff and Curriculum Coordinator will meet regularly throughout the school week to plan, revise, assess, and reflect on the planning and implementation process. All of these professional development opportunities will help foster student engagement and achievement through a rigorous PBL curriculum.

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

Please see II.F.2.b for a description of the professional development plans for NSCS. The Applicant Board estimates that teachers will have approximately 200 hours of professional development and planning time throughout the school year.

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

The Curriculum Coordinator will be responsible, with support from the School Director, to plan and implement professional development. Funding has been allocated within the school's operating budget for ongoing professional development opportunities. Please see [Attachment Y](#) for more information.

3. Staff Structure

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

Please see [Attachment F](#)

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

Please see Attachment Q.

- c. If the proposed school has a *virtual or blended learning program*, a clear description for the identification of the position(s) dedicated to IT support and a reasonable plan that

clearly ensures sufficient capacity for deploying and managing technology inventory and network needs with minimal interruptions to teaching and learning, including troubleshooting support for school staff and students.

NSCS will contract a technology specialist to work with all school hardware, and utilize the support system for Connexus.

4. Staffing Plans, Hiring, Management, and Evaluation

- a. A clear description of the proposed school’s recruitment and hiring strategy, criteria, timeline, and procedures that are likely to result in a strong teaching staff that is highly effective in accordance with the state’s plan under the Every Student Succeeds Act (“ESSA”) and are well-suited to the proposed school, including other key selection criteria and any special considerations relevant to the proposed school’s design. The description must also explain strategies, including compensation packages, that are likely to attract and retain high-performing teachers.

Click or tap here to enter text.

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

Not applicable because NSCS will not be using a virtual program.

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

NSCS Applicant Board is still developing human resource policies and procedures at this time.

- d. A thoughtful plan for supporting, developing, and annually evaluating school leadership and teachers that is likely to produce and retain a successful staff, including a description of the processes, protocols, framework, criteria, and/or tools that will be used for conducting evaluations, delivering feedback, and coaching. The plan must cite any evidence or existing research supporting the effectiveness of utilizing the specified approach. If already developed, the plan should provide any leadership evaluation tool(s) as **Attachment G (no page limit)** and any teacher evaluation tool(s) as **Attachment H (required attachment, no page limit)** that are likely to be effective. Evaluation tools must align with the criteria outlined in BOE Policy 2055 and related provisions of any Master Collective Bargaining Agreements, unless specific amendments are executed in a supplemental agreement. If amendments will be needed, the plan must describe the specific amendments that would be necessary to implement the evaluation tool(s), demonstrate an understanding of the employment environment, and include a reasonable

plan for contingencies if the amendments cannot be negotiated under a supplemental agreement.

NSCS Applicant Board is still developing evaluation methods for school leadership.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

G. School Calendar and Schedule

- 1. A school calendar for the proposed school's first year of operation, including total number of days school is in session, hours of instruction, holidays, days off and half days, professional development days, summer programming and/or instruction, first and last days of class and organization of the school year (quarters, semesters, trimesters,) including the beginning and ending of each segment provided as **Attachment I (no page limit)**, and a satisfactory explanation of how the calendar aligns with and clearly reflects the needs of the Academic Plan.

Please see Attachment I.

- 2. A clear description of the structure of the proposed school's day and week that aligns with and clearly reflects the needs of the Academic Plan, including the following:
 - a. A description of the length and schedule of the school week.

Please see Attachment D and J

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

Please see Attachment D

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

NSCS will devote 6 hours, 30 minutes to instruction each day.

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

NSCS will devote 6 hours, 30 minutes to instruction each day.

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

Click or tap here to enter text.

- f. Clear information about how teachers’ work will be organized on a weekly or annual basis, including teacher planning time and professional development. The number of hours or minutes in a day for teacher planning time.

Click or tap here to enter text.

- g. Clear information about the length of the school day and year, including summer school and time allocated for teacher professional development.

Click or tap here to enter text.

- h. A school calendar and student schedule which provides at least as much core instructional time during a school year as required of other public schools.

Click or tap here to enter text.

- i. Explain any aspects of the school year that are not evident on the calendar or would benefit from further elaboration.

Click or tap here to enter text.

- j. Provide as **Attachment J (required attachment, no page limit)**, a sample weekly student schedule for at least one grade that is representative of each level the school intends to operate (lower elementary, upper elementary, middle, and/or high school). If scheduling structures are unique to each grade, please provide a sample schedule for each grade.

Click or tap here to enter text.

- k. Provide as **Attachment K (required attachment, no page limit)**, a sample weekly teacher schedule for at least one grade that is representative of each level the school intends to operate. If scheduling structures are unique to each grade, please provide a sample for each grade. Present a typical week of instruction, including: length of the teacher’s work day, supervisory time, planning periods, professional development, and any other duties the teacher performs in a given day.

Click or tap here to enter text.

- l. Provide as **Attachment I (required attachment, no page limit)**, a copy of the proposed school calendar for year one of the school’s operations that clearly demonstrates: days that school is in session, holidays, days off and half days, professional development days, summer programming and/or instruction, first and last days of class and organization of

the school year (quarters, semesters, trimesters,) including the beginning and ending of each segment.

Click or tap here to enter text.

- m. A clear description, provided as **Attachment D (required attachment, 1 page limit)**, of a school day from the perspective of a student (from their entry into the building to their exit) in a grade that will be served in the proposed school's first year of operation that aligns with the proposed school's vision and plan for school culture.

Click or tap here to enter text.

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

Click or tap here to enter text.

H. Supplemental Programs

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

Not applicable because NSCS has no plans to offer summer school programs at this time.

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

Not applicable because NSCS has no plans to offer extra-curricular activities and programs at this time.

I. Third-Party Service Providers

1. Service Provider Selection and Track Record

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

Not applicable because NSCS will not be using third-party service providers.

- b. A description of a thorough process that the applicant used to identify, vet, and select the Service Provider. The description must explain how and why the Service Provider was selected, including when and how the applicant learned of the Service Provider, which other Service Providers were considered, why the Service Provider was selected over other Service Providers, and what due diligence was conducted, including a summary of the findings of the reference checks conducted by the applicant.

Not applicable because NSCS will not be using third-party service providers.

- c. If the Service Provider is providing academic services, evidence demonstrating academic success, especially in the grade levels the proposed school intends to serve, including academic performance data of all clients of the Service Provider that demonstrates the provider's services lead to *high-quality charter schools*, as defined in the RFP. Provide, as **Attachment L (no page limit)**, academic performance data for each of the Service Provider's charter school clients that shows evidence of strong academic results for the past three years (or over the life of the charter school, if the school has been open for fewer than three years), based on the following factors:

- i. Increased student academic achievement and attainment (including, if applicable and available, high school graduation rates and college and other postsecondary education enrollment rates) for all students, including, as applicable, *educationally disadvantaged students*, as defined in the RFP, served by the charter school;
- ii. Either—
 - 1. Demonstrated success in closing historic achievement gaps for the following subgroups of students at the charter school: low-income students, students from major racial and ethnic groups, students with disabilities, and English language learners; or
 - 2. No significant achievement gaps between any of those subgroups of students at the charter school and significant gains in student academic achievement for all populations of students served by the charter school; and
- iii. Results (including, if applicable and available, performance on statewide tests, annual student attendance and retention rates, high school graduation rates, college and other postsecondary education attendance rates, and college and other postsecondary education persistence rates) for low-income and other *educationally disadvantaged students* served by the charter school that are above the average academic achievement results for such students in the state.

Not applicable because NSCS will not be using third-party service providers.

- d. A listing and explanation of any management contract terminations, charter revocations, non-renewals, or withdrawals or non-openings that the proposed Service Provider has experienced in the past five years that does not indicate that the Service Provider lacks

the necessary capacity or display inconsistencies in its academic, organizational, or financial performance. The explanation must reference the other jurisdictions where the Service Provider operates or services other charter schools and provide, as **Attachment M (no page limit)**, a list of all the charter schools operated or managed by the Service Provider, the respective authorizer for each of those charter schools, and contact information for each authorizer.

Not applicable because NSCS will not be using third-party service providers.

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

Not applicable because NSCS will not be using third-party service providers.

2. Legal Relationships

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

Not applicable because NSCS will not be using third-party service providers.

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

Not applicable because NSCS will not be using third-party service providers.

- c. If the Service Provider will have supervisory responsibilities, a description of the supervision of the proposed school employees by the Service Provider that is reasonable, legally sound, and aligns to Master Collective Bargaining Agreements and gives the proposed school governing board oversight over the Service Provider's supervisory responsibilities. The description must explain the supervisory responsibilities of the Service Provider, including which school employees the Service Provider will supervise, how the Service Provider will supervise these employees, and how the proposed school governing board will oversee the Service Provider's supervisory responsibilities.

Not applicable because NSCS will not be using third-party service providers.

- d. If the proposed school governing board intends to enter into any type of lease, lease-purchase agreement, or any other facility or financing relationships with the Service

Provider, draft facility or financing agreements, or other evidence, provided as **Attachment O (no page limit)**, that:

- i. Demonstrate such agreements are separately documented and not part of or incorporated in the proposed school's management contract; and
- ii. Ensure any agreements are consistent with the proposed school governing board's authority and practical ability to terminate the management agreement and continue operation of the proposed school.

Not applicable because NSCS will not be using third-party service providers.

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

Not applicable because NSCS will not be using third-party service providers.

3. Service Provider's Organizational Structure

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

Not applicable because NSCS will not be using third-party service providers.

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

Not applicable because NSCS will not be using third-party service providers.

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

Not applicable because NSCS will not be using third-party service providers.

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

Not applicable because NSCS will not be using third-party service providers.

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

Not applicable because NSCS will not be using third-party service providers.

III. Organizational Plan

Describe an organizational plan that will incorporate a strong governance and oversight model that will facilitate both your academic and financial plans.

The North Shore Charter School Governing Board will be made up of current applicant board members and additional members who have the appropriate background and experience in Academic Management, Financial Management, Human Resources, Fundraising, and / or Legal expertise to develop the Governing Board's operational management capacity. The NSCS Governing Board will hire and manage an experienced School Director, Business Manager, and Registrar that will facilitate the school's academic and financial plans in the short and long term with support from the Governing Board to focus on academic achievement, strategic planning, proper resource management, and to meet compliance requirements by the Hawaii State Charter School Commission and the Hawaii Department of Education.

A. Governance

1. A clear description of the mission and vision of the proposed school governing board that is aligned with the proposed school's mission and vision. If different from the proposed school's mission and vision, a clear and concise description of the governance philosophy that will guide the proposed school governing board.

Mission: The North Shore Charter School Governing Board will provide exemplary management and oversight of the school's leadership to effectively provide middle school students and families with a Common Core driven, Project and Problem Based Learning curriculum that improves student engagement and achievement.

Vision: The North Shore Charter School Governing Board believes that high quality education is the cornerstone of a strong community. Therefore, the Governing Board will support and facilitate the school leadership's ability to prepare all students with the skills to have a positive impact on their communities.

2. A description of the responsibilities of the governing board as a whole, its working relationship with the proposed school, and a description of the roles and responsibilities that each member of the governing board will have (i.e. Chairperson, Vice Chairperson, Treasurer, Secretary).

First, the North Shore Charter School Governing Board, and board members are accountable to uphold the legal, fiduciary, and governing responsibilities of the school as required by state law. Secondly, the appropriate role of the Governing Board is to assist in managing and supporting the school leader, and managing the governing board itself. NSCS Governing Board members will support the school leader to effectively manage the school by focusing on student achievement, strategic planning, raising revenue and spending responsibly, and meeting all compliance requirements of the Hawaii State Charter School Commission and the Hawaii Department of Education. Governing board members will also be active in managing the governing board by

learning and engaging in best practices related to board composition, committee organization, meeting practices, and dynamics to effectively govern the school in the long term.

The different governing board roles will include:

- Board Chair - manages board members, manages the school leader, develops community relations, manages board meetings, and creates and manages board committees.
 - Board Vice Chair - will aid and support the Chair with carrying out the duties described above.
 - Board Treasurer - will chair the finance committee, and be responsible for managing Finance Committee meetings to analyze and interpret data for reporting out to the Governing Board at monthly meetings.
 - Secretary - will be in charge of taking notes during board meetings, and posting minutes to the school website and Hawaii State Charter School Commission website each month.
3. Organizational charts, provided as **Attachment Q (required attachment, no page limit)**, that clearly indicate all positions and illustrate the proposed school governance, management, and staffing structure in: a) Year 1; and b) all subsequent years until full capacity is reached. The organizational charts must clearly delineate the roles and responsibilities of (and lines of authority and reporting among) the proposed school governing board, staff, any related bodies (such as the proposed school's supporting nonprofit organization, advisory bodies, or parent/teacher councils), and any external organizations that will play a role in managing the proposed school. The organization charts must also document clear lines of authority and reporting between the proposed school governing board and proposed school and within the proposed school.

Please see [Attachment Q](#).

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

For a description of the governance structure, and the primary roles of the NSCS Governing Board, please see the response to III.A.2. Currently the NSCS Applicant Board has 7 members that have Academic and Financial Management experience, Human Resource experience, Fundraising experience, and Legal experience. To comply with Hawaii state law regarding charter school boards, the NSCS Governing Board will seek to increase the size of its board to a minimum of 10 members before it opens doors to students in Year 1. The Board will look to add representatives that have backgrounds in technology, accounting, and facilities

development to bring more capacity to the school's operational plan. To recruit new members, the NSCS Governing Board will look for members from the school community (parents), and professionals and community organizations living on the North Shore. All members will be trained in best practices regarding governance and management of highly effective schools to support the School Director and leadership. Together the Board and the School Director will collaborate to set goals for academic achievement and strategic planning. The Board will also collaborate with the School Director to create a fair evaluation rubric that takes into account the school's short and long term goals, and measures by which it will be successful (Strive HI Index, student engagement, and growth).

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

Not applicable because NSCS will not have a virtual learning program, and it will only be blended in the sense that students will access course content online. However, students will attend 5 days a week in order attend classes and will access the content in the classroom setting only.

6. If the membership of Applicant Governing Board has changed from the time it submitted its Intent to Apply Packet, a reasonable explanation justifying the membership changes;

Since submitting the Intent to Apply Packet, the Applicant Board has added one member, Amy Chiang, who is an attorney and has legal and financial experience. She intends to transition to being a full board member, as do other current Applicant Board members. She was added because of her intention to join the Governing Board, and to add more capacity to the current board.

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

Please see [Attachment R](#) for all information regarding Board Member Information. Also, please see the response to Section III.A.2 for a description of the roles that will be filled.

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

During the application phase, and in Year 0, the NSCS Governing Board will search for new board members by recruiting school community members that have experience in financial management, facilities development, and technology management to support the mission and vision of the school. The goal will be to have at least 10 members on the NSCS Governing Board by the beginning of Year 1.

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

The current Applicant Board of NSCS will transition to a more permanent governing board if and when the school's application is approved by the State Charter School Commission. Throughout the remainder of the application process, the current board will look to add members from the proposed school community that have experience in academic management, financial management, human resources, and fundraising to increase the governance and oversight capacities of NSCS. The current board will also seek out opportunities to undergo training exercises to become a more effective governing board.

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

Current applicant board members were selected through open calls to the public and recruitment by current board members. The NSCS Applicant Board has held public meetings at local community centers to share the mission and vision of the proposed school with the community. Potential candidates each filled out a form to share their experience and qualifications, and members were selected based on their experience in the skill sets described in HRS §302D-12 through majority vote by the current board members. Current board members have also recruited candidates that fit the required skill sets, and after interviewing with the Board, the Board has voted to either add the candidate or not. During the start-up phase the, the Applicant Board will make the transition to a more permanent governing board. Meetings will be held monthly at the proposed school facility, and will be open to the public following approval by the State Charter School Commission.

The board meetings will be conducted in person, recorded, and posted on the school's website.

Once a permanent governing board, committees will be established in Finance, Academics, and Development to better manage the operational plan of the school. Chairs for each committee will be nominated based on their experience and qualifications related to the specific committee. To date, chairs have not been nominated or selected.

9. A clear description of any existing relationships that could pose actual or perceived conflicts if the application is approved, the specific steps that the proposed school governing board will take to avoid any actual conflicts and to mitigate perceived conflicts.

Currently there are no existing relationships that pose conflicts of interest or violate HRS §302D-12 among the current Applicant Board members. In recruiting new board members, the Board will take steps to vet applicants through the application and interview process to avoid any potential conflicts.

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

The NSCS Governing Board recognizes that one its major responsibilities is to participate in ongoing training of current and new board members to increase its capacity to govern and implement the school's organizational plan. Currently the Applicant Board is investigating board training opportunities to engage with in the next 3 - 6 months in the areas of fundraising and financial management and execute a plan to raise funding for use in Year 0 and Year 1. In the next 12 - 18 months the Board plans to continue training opportunities and engage in team building retreats to build effective policies and procedures in all required skill sets in preparation for opening North Shore Charter School (in July 2018 at the earliest, pending Hawaii Charter School Commission approval).

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

The Friends of North Shore Charter School is NSCS's nonprofit arm, and is a certified 501c3 organization. FNSCS has already been active in community fundraising for the application phase, and will collaborate with the Applicant Board in the short term to find alternative funding sources, and write grants to build revenue for use in hiring and training staff, and procuring school materials and resources specified in Section IV, and [Attachment Y](#) for Year 0 and Year 1.

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

Current Nonprofit Board members include Dali Pyzel (Board Chair), Julie Cohen, Bonnie Parker, Jamie Gove, Erika Amatore, and Chip Young. All of the members have pledged to use their professional and volunteer experience to generate revenue for North Shore Charter School through fundraising, grant writing in order to build the financial capacity and stability of school through the start-up phase and beyond.

13. Discuss the procedures to be followed in the event of closure or dissolution of the school. Identify procedures to be followed in the case of the closure or dissolution of the charter school, including provisions for the transfer of students and student records to the complex area in which the charter school is located and for the disposition of the school's assets to the State Public Charter School Commission (SPCSC). Provide assurance that the school will follow any additional procedures required by SPCSC to ensure an orderly closure and dissolution process, including compliance with the applicable requirements of Hawaii Revised Statutes [§302D-19](#).

In the event of closure or dissolution of the school, the NSCS Governing Board will fully cooperate and work with the State Charter School Commission to transfer students and student records to either DOE schools within the complex areas (Kahuku or Waialua High and Intermediate) or to other charter schools based on student intent. The Board pledges to follow any and all requirements of Hawaii Revised Statutes §302D-19, and work openly with the state to make the transition as smooth as possible for students and families.

B. Organizational Performance Management

1. Comprehensive and effective plans for evaluating and monitoring organizational performance that explain how the proposed school will measure and evaluate performance data, including:
 - a. [Organizational Performance Data Evaluation Plan](#). A comprehensive and effective plan and system for maintaining, managing, compiling, and interpreting organizational performance data monthly, quarterly, annually and for the term of the Charter Contract, including descriptions of the qualified person(s), position(s), and/or entities that will be responsible for compiling data on performance and interpreting it for the school director and governing board and how the person(s), position(s), and/or entities will be provided time to complete the aforementioned compiling and interpretation.

NSCS's Organizational Performance Data Evaluation Plan will compile and collect data in regards to academic achievement and finances. Teachers and the Curriculum Coordinator will be in charge of collecting academic data on a day to day basis. The Academic Committee members (which will require the Curriculum Coordinator to serve on the subcommittee) will analyze the academic data for monthly board meetings and interpret the data to drive instruction. Strive HI reports will inform the school community on a yearly basis.

Financial data collection will be carried out by the business manager who will analyze and interpret the data to fellow Financial subcommittee members, who will then report on a monthly basis to the Governing Board. An Audit will take place each year to analyze and verify the school's financial stability.

2. A clear description of thoughtful, appropriate corrective actions the proposed school will take if it falls short of:
 - a. Organizational performance standards set in the Organizational Performance Framework, including an explanation of the actions that would be taken if the proposed school is issued Notices of Concern or Deficiency under the terms of the Charter Contract or if the proposed school has a corrective action plan approved by the Commission.

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C. Ongoing Operations

1. If the proposed school will provide daily transportation, a sound plan describing the transportation arrangements for prospective students, including a description of how the proposed school plans to meet transportation needs for field trips and athletic events. If the proposed school will not provide daily transportation, what were the factors that led to this decision and what was the impact of not providing transportation?

North Shore Charter School will not provide daily transportation to and from the school for students and families. To meet the transportation needs for weekly field work opportunities, NSCS has budgeted the leasing of 2 small busses (25 people each) to transport students to locations in order to work alongside our community partners. The main factor contributing to the decision not to offer school bus service is the large area the school intends to serve compared with the relatively small student population the school will enroll. Budget restraints based on the per pupil allotment also influenced this decision.

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

North Shore Charter School will follow all DOE requirements for safety and security in regards to fire, lock-down, and lock-out emergencies. The NSCS Applicant Board is currently working with the landlord to assess the facilities fire alarms and determine any other health or security needs (such as fire extinguishers, AEDs, etc.). NSCS does plan to use Google Chromebook computers for their students, and will keep each computer locked in a laptop cart when students are not using them for classroom instruction. NSCS will also work with its Technology Coordinator (contracted) to put browsing restrictions and other virtual security measures on computers intended for student use. Finally, NSCS will store all student information and data on the DOE's eSIS system, and backup this information on school hard drives.

3. If the proposed school will provide food service, a sound plan describing the proposed school’s plan for providing food to its students, including plans for a facility with a certified kitchen, transporting food from a certified kitchen, or other means of providing food service that is in compliance with applicable laws. If the proposed school will not provide food service, what were the factors that led to this decision and what will be the impact of not providing food service?

The proposed facility does have a commercial kitchen on property, but at this time the school has not planned or budgeted to serve or offer food to students. Due to the logistics and budget constraints of serving food, students instead will be allowed to bring lunch.

D. Student Recruitment, Admission, and Enrollment

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

North Shore Charter School will be a school where students from all backgrounds have a chance to succeed. NSCS’s PBL curriculum will encourage students to be self-directed learners, which will allow a diverse group of students to set their own learning goals. Therefore, students from all backgrounds will have a chance to grow and succeed at North Shore Charter School. The Applicant Board has already begun student recruitment, and currently has developed a waitlist of over 100 students who have “pre-enrolled” through the school website. Email and social media campaigns have also created a base of over 350 families that are interested in attending.

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

This is not applicable because NSCS will not be asking for any special enrollment preferences.

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

- c. Effective procedures for lotteries, waiting lists, withdrawals, re-enrollment, and transfers in accordance with state and Commission requirements;
- d. Descriptions of reasonable pre-admission activities for students and parents or guardians, including an explanation of the purpose of such activities;
- e. A description of how the school will ensure that it will meet its enrollment targets; and
- f. A contingency plan if enrollment targets are not met.

The NSCS Applicant Board as of this time has not created a specific admission and enrollment policy. However, it is important to the board that the school is open to all students, and is prepared to serve the diverse populations of Kahuku and Waialua High and Intermediate. NSCS will be a school of choice for all families living O’ahu.

E. Geographic Location and Facilities

1. Geographic Location.

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

North Shore Charter School will be located at 66 - 090 Kamehameha HWY, Haleiwa, HI 96712, and primarily serve students and families living in the Kahuku and Waialua complex areas. .

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

Research was conducted by the Applicant Board to find space to lease that met the requirements for 100 students attending on a daily basis. After visiting several spaces, the Applicant Board chose the Lili’uokalani Protestant Church because it fit the size and adaptability of the space to meet the school’s academic and organizational plan.

2. Facilities.

- a. If the proposed school has obtained a facility, a description of the facility—including address, square footage, square footage rent, amenities, previous use, and what needs to be done in order for the facility to be in compliance and meet requirements to serve as a school—demonstrating that the facility is reasonably adequate for the intended purposes, has a sound plan and timeline for renovating and bringing the facility into compliance with applicable building codes, and will meet the requirements of the Academic Plan, including the needs of the anticipated student population. If the proposed school has a *virtual or blended learning program*, or relies heavily on technology, the description must adequately explain how the facility will support the proposed technology model, including electrical capacity and access to sufficient network capacity.

OR

If the proposed school has not obtained a facility, a comprehensive, reasonable, and sound plan and timeline for identifying, securing, renovating, and financing a facility—including identification any brokers or consultants the applicant is employing—that will be in compliance with applicable building codes and meet the requirements of the Academic Plan, including the needs of the anticipated student

population. The plan must briefly describe possible facilities within the geographic area in [Criterion III.E.1](#), including addresses, square footage, square footage rent, amenities, previous use, and a general assessment of what needs to be done to bring each possible facility into compliance. If the proposed school has a *virtual or blended learning program*, or relies heavily on technology, the description must adequately explain how each possible facility will support the proposed technology model, including electrical capacity and access to sufficient network capacity.

North Shore Charter School has received a Memorandum of Understanding from Lili'uokalani Protestant Church (66 - 090 Kamehameha HWY, Haleiwa HI, 96712) to rent Emerson Hall on the church property. Emerson Hall is approximately 3,000 square feet and contains 3 rooms that will serve as staff offices. The larger area of the hall serves as an auditorium, and will be partitioned to create moveable and customizable space depending on the learning activities that day. The Hall has two large bathrooms for men and women, and outdoor space that the school will also use. As the school and the landlord work together to finalize the rental agreement, NSCS has already begun to do an assessment of the grounds to provide things such as internet access to the building. NSCS will also conduct other fire, health, and safety checks to ensure that building is up to code, and to identify any areas that need to be improved or replaced prior to opening.

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

North Shore Charter School will increase enrollment in year 3 and year 5 of its implementation plan. Currently, Friends of North Shore Charter School is working toward submitting an environmental assessment for 21 acres of State land adjacent to the old Crawford's Convalescent Home near Kawela Bay. If approved, NSCS will work with FNSCS to create and implement a plan to convert this piece of land into a permanent school facility. The additional space will allow the school to accommodate students and staff up to capacity levels in Year 5.

F. Start-Up Period

1. A comprehensive, reasonable, and sound management plan for the start-up period, provided as **Attachment U (no page limit)**, that aligns with the Academic, Organizational, and Financial Plans (including the start-up year (Year 0) budget in the Financial Plan Workbook). The management plan must detail the start-up plan for the proposed school, including specific tasks, timelines, milestones, and responsible individuals for each of the following areas
 - a. Plans to obtain financing for the proposed school's facility, highlighting the alignment of the financing plan with the timing of obtaining and renovating the facility, as described in [Criterion III.E.2](#);
 - b. Plans to fund the start-up period, including all plans for fundraising and grant writing and a description of any specific fundraising opportunities and grants the applicant has identified;

- c. Plans to market the proposed school to the school’s anticipated student population and develop partnerships with other charter schools, DOE schools, and private schools to identify possible students and achieve the proposed school’s projected enrollment, including any other ways the applicant plans to achieve its projected enrollment;
- d. Plans to hire teachers, administrative staff, and support staff during the start-up period, if any, incorporating the timelines for hiring teachers, described in [Criteria II.F.4](#), and delivering the professional development, described in [Criteria II.F.2](#);
- e. Plans to identify, recruit, select, and add or replace new governing board members that align with the recruitment plan described in [Criterion III.A.7.d](#), the governing board transition plan described in [Criterion III.A.7.e](#), and any governing board training described in [Criterion III.A.10](#), as applicable; and
- f. Any other plans for activities that will need to be completed during the start-up period, such as the selection of curriculum materials, as applicable.

Please see [Attachment U](#) for details on the school start-up plan.

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

Please see [Attachment U](#) for details on the school start-up plan.

IV. Financial Plan

Describe a financial plan that will sustain your academic plan and operations.

A. Financial Oversight and Management

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

The NSCS Governing Board will be responsible for overseeing all financial management responsibilities of the school. The Board will contract services for all reports and financial planning statements with Provider(s) to be determined by RFP process. The Board will ensure all compliance with federal and state rules. The School will follow all conventional accounting methods.

The Governing Board will be responsible for the selection of an independent certified public accountant to serve as Audit Firm to complete the required annual audit and a Provider(s) To Be Determined will be selected to create monthly financial reports to analyze financial performance data. This Provider will be responsible for bookkeeping and will perform monthly reconciliations against School bank statements. Any deviations from the budget will also be monitored on a monthly basis. The primary point of contact for the Provider and Audit Firm will be the Board Treasurer, but all parties will be held responsible for the results of the Annual Audit including any exceptions. There will be a strict policy regarding all restricted funds and timely drawdown of funds, report generation and filing. At the School level, the School Leader will oversee all day-to-day financial activities.

Financial duties and responsibilities will be separated so that no one employee has sole control over cash receipts, disbursements, payrolls, and bank account reconciliation.

Please see below Budget Narrative and attached Financial Plan Workbook for an estimate of the associated costs.

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

The NSCS Governing Board will be responsible for overseeing all financial management responsibilities of the school. Under its supervision, a Provider(s) will be contracted for financial

reporting and bookkeeping services. The Board Treasurer will ensure completion of the annual audit and monthly performance reports by Provider(s) To Be Determined. These reports will be presented to the Governing Board every month and monitored for performance. The school's annual budget will be set by the Governing Board at its Annual Meeting.

At the school level, the School Leader will monitor the Operating Budget against daily financial activities and sign all purchase orders. For all purchases over \$2,000, the signature of both the School Leader and the Board Treasurer will be required. When approving purchases, the responsible party must determine if the expenditure is properly budgeted; if the funds are currently available; if the expenditure is permissible and appropriate given the vision, charter, school policies, and any related laws or regulations; and if the price is prudent. If the expenditure is to be over \$5,000 the RFP process described below must be used to secure the lowest possible price and highest quality for comparable goods and services. There will be a petty cash fund kept securely in the office capped at \$300, and all related disbursements will require proper documentation by petty cash slip.

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

Payroll activities will be conducted using the DOE payroll system. All other vendors of administrative services will be selected using the RFP system, where the Governing Board will request at least three (3) proposals for each service or combination of services. Distribution of this RFP will be replicated publicly on the NSCS website until its completion. Contractors and providers will be selected on the basis of cost, reputation, and timeframe. Any conflicts of interest must be disclosed. An initial quote has been provided by CSMC for business services, please see Budget Narrative.

B. Operating Budget

- 1. Complete, realistic, and viable start-up and three-year operating budgets, provided through the Financial Plan Workbook ([Exhibit 6](#)) as **Attachment Y (required form)**, that align to the Academic and Organizational Plans.**
Please see [Attachment Y](#).
- 2. Budget Narrative.** A detailed budget narrative that clearly explains reasonable, well-supported cost assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative must specifically address the degree to which the school budget will rely on variable income (especially for grants, donations, and fundraising) and must include the following:
 - a. A description indicating the amount and sources of funds, property, or other resources expected to be available not only via per-pupil funding but also through corporations, foundations, grants, donations, and any other potential funding sources. The description must note which are secured and which are anticipated; explain evidence of commitment, and provide such evidence as **Attachment Z (no page limit)**, for any funds on which the proposed school's core operation depends (e.g., grant**

- award letters, MOUs); and describe any restrictions on any of the aforementioned funds.
- b. A sound contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including contingencies for scenarios where the official enrollment of the proposed school is substantially lower than projected and/or anticipated variable income is not received. The contingency plan must also include a Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening.
 - c. If the proposed school has a *virtual or blended learning program*, a clear and comprehensive description of the necessary costs for delivery of such program, including costs associated with hardware, software, peripheral needs (cases, headphones, chargers, etc.), storage, and network infrastructure needs, as applicable.

Revenue:

To be conservative and maintain a sound contingency, all projected State Per Pupil revenues are set at \$6,500 per pupil (95% of expected value) in Attachment Y, which leaves a 5% contingency on revenue. These figures are constant for Years 2 and 3 as well.

Other revenue will include reimbursement of the SPED-related expenses which is set at \$52,663 for Year 1 and increasing 3% for each of Years 2 and 3. This directly corresponds to the related expense seen below.

NSCS also expects to apply for additional private funding but this is not secured at this time.

Expenses:

Personnel

The primary expense of the school is of course expected to be its personnel. NSCS has budgeted for four full-time educators in Years 1 and 2, and seven full-time educators in Year 3 to correspond to the expected increase in enrollment from 100 to 150 students that year. NSCS has also budgeted for one School Leader, one Curriculum Coordinator, and one Registrar (increasing to 2 in Year 3).

In Year 0, NSCS expects the School Leader (est. annual salary \$90,000) and Curriculum Coordinator (est. annual salary \$60,000) to start 4 months before the start of Year 1, and the Teachers (see below) and Registrar (est. annual salary \$40,000) will start 2 months prior. Teachers will receive a prorated per-diem instead of salary during the Year 0 training period.

The category of Step 7-Class III is used for calculating Teacher compensation; as such NSCS has budgeted a starting salary of \$52,663 with 3% annual merit increases into Years 2 and 3 (http://www.hsta.org/images/uploads/0324WEBSALARYSCHEDULE2013-17_HSTA_Upward_Salary_Movement.pdf).

Cost for a Special Education Teacher are also included in the budget along with a corresponding offset in Revenue, as NSCS expects the DOE to provide reimbursement funding per student population's needs. The actual level of need will not be known until the student enrollment is finalized.

NSCS has budgeted \$9,000 in Years 1 and 2 for substitute teachers, and \$15,000 in Year 3 corresponding to the expected increase in enrollment.

All salaries have been budgeted for 3% merit increases annually starting from Year 1.

Administration

NSCS will outsource Professional Services in Business, Finance, HR, Accounting, Legal, and IT.

Although the formal RFP process has not yet been initiated, the NSCS Applicant Board has been provided with some initial quotations with regard to these services and has budgeted for them accordingly.

CSMC, a back office services provider with a long history of compliance with federal and state regulations, has provided a quotation to perform its services for \$42,000. The annual audit will be performed by a separate agency for \$8,000. The total of these costs are divided equally in the Workbook between the Business & Finance and Human Resources subcategories.

NSCS has also budgeted \$5,000 per annum for miscellaneous legal costs, \$10,000 for IT support, \$2,000 for other miscellaneous admin costs, and \$2,000 for office supplies and postage.

Materials, Equipment and Technology

To support its mission and foster an environment conducive to expeditionary and Project Problem-Based Learning (PBL), NSCS will be especially reliant on modern technology for educational purposes. The school expects to outfit each of its students with their own Google Chromebook and personal license of Pearson GradPoint Educational Software.

NSCS estimates it will cost approximately \$100 per year per student to lease Chromebooks with full support plans suitable for its purposes. This translates to \$10,000 per year in hard technology costs for these computers alone. We have budgeted an additional \$4,000 per year in associated technology costs to outfit the school with at least four 50" television screens, Google Chromecast hardware, mobile hotspots for staff, mobile whiteboards, and other miscellaneous classroom instructional technology consistent with the blended learning approach.

The other major item in the budget for technology will be individual subscription licenses to Pearson Educational Software for each student, budgeted at \$318 per student per year (\$31,800 in Years 1 and 2, \$47,700 in Year 3).

The School has budgeted \$5,000 per year for all expenditures related to textbooks, and \$20,000 per year (Years 1 and 2) for all remaining materials, equipment and technology purchases directly related to education, including but not limited to desks, chairs, science equipment, physical education, paper, pens, pencils, and expeditionary learning transport costs.

Operation and Maintenance of Plant

NSCS has started negotiations with Queen Liliuokalani Protestant Church to establish a market-appropriate rent for its buildings and grounds. In Year 1, NSCS anticipates a monthly rent of \$2,500 equating to an annual cost of \$30,000. Years 2 and 3 are modeled for 3% annual increases. The lease will begin in Year 1.

\$12,500 has been budgeted each year for Rental/Lease of Equipment which will include 2 small buses for expeditionary learning trips, as well as other equipment necessary to carry out the school's operations, such as the lease/rental of a copy/fax/scanner machine.

Utilities: \$8,000 has been budgeted for all annual utilities, including water electric, telephone, cable, and internet.

Maintenance of Buildings & Grounds: \$15,000 has been budgeted for Years 1 and 2 (\$20,000 in Year 3) for all contracted janitorial services, and an additional \$1,500 for custodial supplies.

\$3,000 is budgeted for all equipments parts and repair, including any contracted services with respect to the vehicles in particular.

Other

Insurance: \$5,000 has been budgeted each year for general liability, automobile, directors, and officers insurance costs, scheduled to begin in Year 1.

Contingency Plan

In addition to providing a 5% buffer against State Per Pupil Revenue in Year 1, and assuming no increases in that revenue Per Pupil going forward, the Operating Budget will be approved by the Governing Board with an adequate amount of cash reserves totaling at least 30 days' expenses at all times. Should the School encounter any unforeseen circumstances such as lower-than-expected enrollment, the Governing Board will enact to cut costs including but not limited to a reduction in personnel and consolidation of materials and technology.

C. Financial Performance Management

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

Receiving guidance from the Framework for Academic Quality developed by a national Consensus Panel (NACSA), the financial performance framework of the North Shore Charter School will be built around: Indicators, Measures, Metrics, and Targets. Indicators represent general dimensions of school operational quality; in this case we are focusing on Financial Performance and Sustainability.

There are several key Metrics for measuring the financial performance and stability of the School on an ongoing basis. The first is Student Enrollment: the School must meet its Enrollment targets

in order to be successful. Another Measure is Liquidity as defined by the Metric $(\text{Current Assets} - \text{Current Liabilities}) / (\text{Total Expenses})$. A third is Sustainability as defined by $(\text{Total Unrestricted Net Assets}) / (\text{Average Monthly Expenses})$. And the most significant is of course the Annual Audit, in which success is defined by the absence of material or repeated findings (see section below) by qualified independent auditor. In all standards, Targets will be set by the Governing Board at thresholds that signify success in meeting the standard for a specific Measure.

A Finance Committee will be appointed by the Governing Board and will consist of the Board Chair, the Board Treasurer, and the Business Manager (to be contracted). The Business Manager will collect, manage, and maintain all the financial data on a monthly basis. The Finance Committee will meet monthly to interpret this data one week prior to the General Board meeting. Any irregularities or points of interest from this meeting will be communicated to the Governing Board the following week.

2. A clear description of thoughtful, appropriate corrective actions the proposed school will take if it falls short of:
 - a. Financial performance standards set in the Financial Performance Framework, including an explanation of the actions that would be taken if the proposed school is issued Notices of Concern or Deficiency under the terms of the Charter Contract, if the independent auditor issues findings, or if the proposed school encounters financial difficulties.

The North Shore Charter School will at all times maintain appropriate policies and procedures to achieve financial success. Should the School fall short of any of its Targets, including but not limited to Notices of Concern or Deficiency, exceptions from the independent auditor, and any other financial difficulties, appropriate corrective actions will take place.

Depending upon the severity of the findings, different actions would be required. In the case of an independent auditor issuing finding, the Governing Board and specifically the Finance Committee would work closely with the auditor to resolve any issues. Likewise, if the school were issued Notices of Concern or Deficiency under the terms of the Charter Contract, the Finance Committee would work closely to determine the exact source of the issue and rectify any deficiencies. Even in the case of internal findings of difficulty, the first step would be to identify all the issues creating the problem. This would require an in-depth analysis of Cash Flow using Metrics like those stated above and a close comparison against the set Operating Budget.

The Governing Board would work closely with any external regulator or auditor and simultaneously act to cut costs immediately following discovery of financial difficulties.

v. **Applicant Capacity**

How does the qualifications and accomplishments of your school's leadership team and governing board members demonstrate an ability to open and manage a high quality school?

Applicant Board positions are currently filled by people who have strong experience in Academic Management, Financial Management, Human Resources Management, and Fundraising. All board members are residents of the North Shore, and 2 are alumni of Kahuku High and Intermediate School. Three members are actively - working secondary education teachers, and two teach at an existing highly functioning Charter School in Hawaii . Five members currently have young children (under age 5) who will be attending public schools on the North Shore. Please see Exhibit 4 ([Attachment R](#)), for full information on all Applicant Board Members. Therefore, there is not only experience, but a vested interest by all board members to offer a high quality public school of choice for middle school students on the North Shore. Board members have not yet selected the school’s leadership team, but will search for highly experienced and qualified candidates to fill the School Leader, Business Management, and Registrar positions that have either Hawaii DOE administrative experience, charter school administrative experience, and / or experience implementing a PBL curriculum. For more information please see [Attachment CC](#) and [Attachment EE](#) for a full job description and qualifications of school leadership. The Board will manage school leadership and develop it’s own capacity to develop the school’s strategic planning, academic achievement, to properly manage school resources, and to meet Hawaii State Charter School compliance requirements. Therefore, the governing board at NSCS will be able to successfully open and manage a high quality charter school because of direct experience of its members, attachment to the community it intends to serve, and a clear understanding of the role it will play in making the school a success.

A. Academic Plan Capacity

- 1. Evidence that the key members of the proposed school’s academic team have the collective qualifications and capacity (which may include, but is not limited to, documented and relevant credentials and experience reflected in the resumes of all members and an understanding, as demonstrated by the application responses, of challenges, issues, and requirements associated with running a *high-quality charter school*) to implement the school’s Academic Plan successfully. The evidence must include a description that:**
 - a. Clearly identifies the key members of the applicant’s academic team that will play a substantial role in the successful implementation of the Academic Plan, including current or proposed governing board members, school leadership or management, and any essential partners who will play an important ongoing role in the proposed school’s development and operation; and**
 - b. Describes the academic team’s individual and collective qualifications for implementing the proposed school’s Academic Plan successfully, including sufficient capacity in areas such as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent or guardian and community engagement.**
 - a. Please see Exhibit 4 ([Attachment R](#)), for full information on all Applicant Board Members. All current members intend to serve on the Governing Board of NSCS, and will uphold the Academic, Organization, and Financial responsibilities to open and manage a high quality public charter school.
 - b. Please see Exhibit 4 ([Attachment R](#)), for full information on all Applicant Board Members. Evidence of plan for capacity in:

- i. School Leadership - Board member Colin Kennedy has extensive charter school governing board experience, and chaired the Executive Director Hiring Committee in 2012 to successfully hire the school's current executive director. The Board will draw on his experience to lead the search for a highly effective school leader who has experience in charter school administration, Hawaii DOE administration, and / or implementing a PBL curriculum. For more information please see [Attachment CC](#) and [Attachment EE](#) for a full job description and qualifications of school leadership.
- ii. Administration and Governance - Applicant Board positions are currently filled by people who have strong experience in Academic Management, Financial Management, Human Resources Management, and Fundraising. The Board will manage school leadership and develop it's own capacity to govern the school by developing the school's strategic planning, academic achievement, to properly manage school resources, and to meet Hawaii State Charter School compliance requirements.
- iii. Curriculum, Instruction, and Assessment - 3 Board members (dos Santos, Stader, and Kennedy) are currently practicing, certified highly qualified teachers in secondary education. Kennedy and dos Santos also currently teach at a successful charter school in Hawaii (HTA). All have experience in curriculum design, creating and implementing PBL, and working with educational technology.
- iv. Performance Management - NSCS board members have a diverse background in performance management experience in a variety of backgrounds. Jessica dos Santos currently serves on effective community boards such as the Defend O'ahu Coalition. Patricia Holmberg manages her own business. Kennedy has 5 years of charter school governing board experience. Sumner Garber has finance and capital management experience. Amy Chiang has financial and legal experience. Please see
- v. Community engagement - Brianne Randle has extensive and award-winning media experience, and currently manages NSCS marketing, and community interaction through social media.

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

All current board members are North Shore residents. Brianne Randle and Jessica dos Santos are born and raised Kahuku alumni. Jessica dos Santos also serves on Defend Oahu Coalition & has experience working with North Shore Community Land Trust to protect the rural character of the North Shore. Paul Stader and Patricia Holmberg have lived for more than 30 years on the North Shore. All Board members have intimate knowledge of the North Shore, the character of its communities, and the issues it faces. The Board has also established ties with local community organizations engaged in sustainability, agriculture, marine science, and economic development that add depth and expertise to the understanding NSCS has about the North Shore.

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

Please see [Attachment AA](#) for a full list and description of how essential partners will support the PBL curriculum of NSCS.

4. **School Director.**

Submit a position description for the school director. The applicant is required to provide the position description as **Attachment CC (required attachment, no page limit)**. The position description shall include:

- a. The job description, responsibilities, characteristics, and qualifications for the school director. The position description shall include rigorous criteria that is designed to recruit a school director with the experience and ability to design, launch, and lead a *high-quality charter school* that will effectively serve the anticipated student population and implement the Academic Plan; and
- b. A timeline that aligns with the proposed school's start-up plan and a comprehensive plan for a thorough recruiting and selection process where candidates will be screened using rigorous criteria.

Submit **Attachment BB** to indicate that the school director is known or unknown at the time of the application.

- c. If known, identify the school director, and provide as **Attachment BB (required attachment, no page limit)** the school director's resume including their academic and organizational leadership record.
 - a. Please see [Attachment CC](#) for full job description and requirements of the School Director.
 - b. Please see [Attachment BB](#).
 - c. Not applicable, because NSCS has not yet selected its School Director.

5. **Management Team.**

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

- a. The job description, responsibilities, characteristics, and qualifications for the business manager and registrar. The position description shall include rigorous criteria that is designed to recruit individuals for these positions that have the experience and ability to perform the duties of each position.
- b. A timeline that aligns with the proposed school’s start-up plan and a comprehensive plan for a thorough recruiting and selection process where candidates will be screened using rigorous criteria.

Submit **Attachment DD (required attachment, no page limit)** to indicate that the business manager and registrar is known or unknown at the time of the application.

- c. If known, identify the individuals who will fill these positions and provide, as **Attachment DD (required attachment, no page limit)**, the resumes for these individuals as evidence that the individuals demonstrate the qualifications, capacities, and commitment to carry out their designated roles to ensure the success of the proposed school.
 - a. Please see [Attachment EE](#) for job description and requirements for the business manager, and registrar.
 - b. Please see [Attachment DD](#).
 - c. Not applicable, because NSCS has not yet selected its Business Manager or Registrar.

B. Organizational Plan Capacity

1. Evidence that the key members of the proposed school’s organization team have the collective qualifications and capacity (which may include, but is not limited to, documented and relevant credentials and experience reflected in the resumes of all members and an understanding, as demonstrated by the application responses, of challenges, issues, and requirements associated with running a *high-quality charter school*) to implement the school’s Organizational Plan successfully. The evidence must include a description that:
 - a. Clearly identifies the key members of the applicant’s organization team that will play a substantial role in the successful implementation of the Organizational Plan, including current or proposed governing board members, school leadership or management, and any essential partners who will play an important ongoing role in the Organizational Plan; and
 - b. Describes the organization team’s individual and collective qualifications for implementing the proposed school’s Organizational Plan successfully, including sufficient capacity in areas such as staffing, professional development, performance management, general operations, facilities acquisition, development (such as build-out or renovations), and management.

North Shore Charter School’s Organization Team includes experienced and active members on both the Governing Board, and on the Non-Profit Board that support school management and operations. Both boards currently collaborate to strategically plan for NSCS. Please see the chart below for a description of the organization team’s experience and intended areas of focus. Currently absent from this list of board members is the School Director who has not yet been identified.

North Shore Charter School Organization Team (Governing and Non-Profit Board)

NSCS GB Member	Staffing	Professional Development	Performance Management	General Operations	Facilities Acquisition	Development (Fundraising)	Management
Amy Chiang			X	X	X		X
Jessica dos Santos	X	X	X	X			
Sumner Garber			X	X		X	X
Patricia Holmberg	X		X	X	X		X
Colin Kennedy	X	X		X	X		
Brianne Randle	X				X	X	X
Paul Stader		X	X	X		X	
Friends of NSCS (Non-Profit) Board Members							
Dali Pyzel					X	X	
Julie Cohen					X	X	
Bonnie Parker					X	X	
Jamie Gove					X	X	
Erika Amatore					X	X	
Chip Young					X	X	

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

North Shore Charter School's Applicant Board to date has not contracted with any specific organizations, agencies, or consultants as essential partners in the school's Organizational Plan to date. However, the Board will seek board training opportunities at the beginning of Year 0 to improve the capacity of members of both the governing board and non-profit board to implement the Organizational Plan successfully.

C. Financial Management Capacity

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

As a subset of NSCS's Governing Board, there will be a Finance Committee made up of 3 members from the governing board, the school director, and Sumner Garber, and Amy Chiang, who have the strongest backgrounds in the area of financial management and compliance. The Finance Committee will meet at least once a month with the contracted business manager to review all data related to the school's budgeting and finance records. Decision-making in terms of spending, and building revenue for the school will flow from the Finance Committee to the overall board, in terms vivo

2. A description that identifies any organizations, agencies, or consultants that are essential partners in planning, establishing, or implementing the proposed school's Financial Plan; explains the current and planned roles of such partners and any resources they have contributed or plan to contribute to the proposed school's development of its Financial Plan; and includes evidence of support, included in **Attachment AA** (as referenced in [Criterion](#)

[V.A.3](#)), from such essential partners demonstrating these partners are committed to planning, establishing, and/or implementing the Financial Plan.

The Friends of North Shore Charter School is the “non-profit” arm of the school, and will work alongside governing board members to create a development for the school in the short term and long term to increase funding that does not come from the per pupil allotment each year (fundraising, public, and private grant opportunities). NSCS school development will help support professional development opportunities, long term facilities development, and add to the cash reserves of the school on a year to year basis.

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