



July 25, 2016

State Public Charter School Commission  
111 Bishop Street  
Suite 516  
Honolulu, HI 96813

To the Charter School Commission Review Board:

I am writing to express my support for the approval of the IMAG Academy Charter School proposal.

Since 2002, HI FusionED has provided science and technology related enrichment programs and activities for K-12 schools in Hawai'i. IMAG Academy's emphasis on student-centered, inquiry led and project-based curricula is well-aligned with HI FusionED's approach to developing effective, engaging learning opportunities for students.

I am particularly supportive of IMAG Academy's focus on having families and community partners take an active part in student success. We believe that making the connection between learning and the real world is critical for student success in the 21<sup>st</sup> century.

I support the approval of the IMAG Academy to serve students in our community. I value the IMAG Academy's mission and would be happy to see a school of choice in our community.

If you have any questions or need additional information, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Lynn N. Fujioka". The signature is fluid and cursive.

Lynn N. Fujioka, President

Joseph A. Evans  
[jaehawaii@gmail.com](mailto:jaehawaii@gmail.com)  
808.763.8723

July 21, 2016

Public Charter School Commission

Ref: The IMAG Academy

I will not be present at the Charter School Commission meeting, Thursday, July 28, 2016 since I will be in Washington D.C. for family reasons. This is written testimony in support of The IMAG Academy.

I am committed to helping the founding members of the IMAG Academy over the next year in getting the appropriate financial policies, processes and procedures in place. I will be able to use my 35 years of finance and accounting experience to help build The IMAG Academy into a supporting, thriving and financially sound public charter school.

Initially, I will be working on the financial infrastructure for IMAG Academy to include reviewing all fiscal management and implementation policies and solidifying any processes and procedures. I have verbally agreed to be the fiscal manager if necessary, free of any consulting fees or charges, until IMAG secures its charter and begins to receive their state funding.

Previously being associated with a Hawaii charter school for 7 years, there is a need to continue the successes and provide an avenue to positive educational opportunities to students in the community. Under the direction of Sheila Buyukacar, IMAG has the vision, design and commitment to meet the challenges. IMAG will recruit and cultivate effective school leadership, honest and engaged Board members, creative faculty, and dedicated staff. It will also partner with the local community and build respect and trust, all for the purpose of making our students successful and upstanding citizens.

I look forward to answering any question you may have.

Sincerely,



Joseph Evans

**From:** [Marina Piscolish](#)  
**To:** [Commission Mail](#)  
**Cc:** [Sheila](#)  
**Subject:** IMAG Academy Public Charter School Application  
**Date:** Monday, July 25, 2016 9:11:32 AM

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Dear Commission Members:

The IMAG Academy will be the first grassroots charter school in the Central Oahu/Leeward Complex. It promises to deliver a unique education alternative to a community that serves over forty thousand (40,000) students. Perhaps that is reason enough to give serious consideration to this application. However, that is far from the only reason to support it. From my conversations with those involved and review of materials, I understand that the IMAG Academy will offer cutting-edge learning experiences for students, focusing heavily on experiential learning and community-based projects as part of their teacher-led, family-focused program. My many years of experience in education as a classroom teacher, a teacher educator, education consultant and evaluator of place-based education program leaves me confident that the instructional approach planned for the Academy is important and timely. I have seen first-hand how this way of teaching and learning lights the inner fire of students, teachers and communities alike. At this moment it may be something of a fringe movement in education in Hawaii, but soon, (though not soon enough), I believe it will become standard fare for our students and our schools. The demand is growing. Anything that helps Hawaii to make this transition to a new pedagogy and helps students, teachers and families to access these powerful experiences is a very good thing. The IMAG Academy can do both, simultaneously.

While I have nothing but praise for the instructional approach planned, I have even greater praise for the planned approach to organization, management, teacher development and leadership. Perhaps the real promise of this proposal is the chance to demonstrate an innovative approach to organization, one built on collaborative structures and led as a collaborative community -- a true 21st century school. Constructivist approaches to education, like those proposed for the IMAG Academy, do not fit comfortably into traditional structures and management systems, bumping into everything from the bell schedule to the challenge of getting permission and resources for an experiential field trip. There are ways to modify the structure and culture of any school to better support a shared commitment to active learning and collaborative leadership, something most schools aspire to, though struggle to realize. Lessons learned by the IMAG academy re: innovative structures and leadership of 21st century schools can be used to improve every school in Hawaii, and beyond.

I see the IMAG Academy as a school where children want to participate, teachers' want to facilitate learning and growth for both students and themselves, and families and the

community wants to shape, support and actively engage in the interesting and important work being done. As the owner of MAPping Change, LLC for over seventeen (17) years, my experience has allowed me to help non-profit, business, education, government and community leaders in program development and evaluation. The IMAG Academy's underlying values and mission to create a *school family* is rock solid. Their vision of becoming a positive and thriving academic learning center AND an economically viable community resource for their students, families and community members is evidence of their forward thinking. Where the IMAG Academy is going, I believe we should follow — with great interest and support.

I am convinced of their commitment. They have strengthened their founding board member capacity and acquired committed implementation funds with a US DOE grant of \$750K. As importantly, they have increased community awareness substantially, not only as a way to provide evidence of community support, but more importantly, to ready the community for the next steps to be taken before opening a public charter school; teacher recruitment and student enrollment. As I reflect upon their achievements thus far, this is proof of their sincerity, their resilience and their commitment to succeed.

I do hope you will approve their application. If I can be of further assistance, I welcome the opportunity.

Sincerely,

Marina Piscalish  
Owner – Principal  
MAPping Change, LLC  
808-375-8993

**From:** [Tom Mitrano](#)  
**To:** [Commission Mail](#)  
**Cc:** [sheila.buyukacar](#)  
**Subject:** The IMAG Academy  
**Date:** Sunday, July 24, 2016 4:10:35 PM

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Thomas Mitrano  
Thomas J Mitrano Inc  
1487 Hiikala Place, No. 29  
Honolulu, HI 96816  
808 735-6055  
July 24, 2016

State Public Charter School Commission  
111 Bishop Street  
Suite 516  
Honolulu, HI 96813

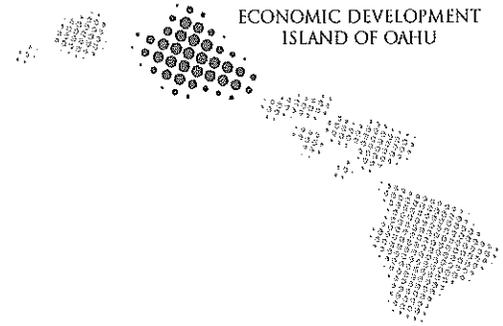
Subject: IMAG Academy

I have known Sheila Buyukacar for several years, as a participant in planning efforts I facilitated on behalf of early childhood education, and as a professional friend. Sheila has periodically undated me on efforts to certify The IMAG Academy as a charter school in Hawai'i. I have encouraged her to apply her professional and personal energy, talent, and mission to realizing certification.

Based on what I know of The IMAG Academy from Sheila, it can be a worthwhile venture that can make a difference in the lives of both our youth and their families. I am aware of and can support its focus on bringing community partnerships into a student's learning environment.

My experience is in aiding others on a strategic level and providing guidance with program and organizational details. I am honored to continue to stand ready to help its founding board, as an advisor in these areas.

Best Regards,  
/s/ Thomas Mitrano  
Principal Consultant



July 25, 2016

Hawaii State Public Charter School Commission  
1111 Bishop Street, Suite 516  
Honolulu, HI. 96813

Reference: The IMAG Academy

Aloha no,

The IMAG Academy's vision and mission gives focus and attention to what is right for our community! This letter is to re-affirm my commitment to provide guidance as this founding group moves forward in becoming a community resource.

Their community-centered, project base learning brings real world neighborhood concerns into the classroom and sends our children out into the community to adapt their academic learning as they create usable solutions and products. As a family driven, student focused, and community centered school, The IMAG Academy will provide an exciting educational choice that will complement the accomplishments of the existing public schools in the area.

I personally serve the community in various ways to address social economic issues affecting our community through crisis (including Chairman of the Board for the Hawaii Public Housing Authority) and while we must address those issues immediately, we must also address them at the long transformative view as well. It is for this reason that I continue to support IMAG Academy and other initiatives in alignment with this method and vision.

The founding members have set the foundation. I look forward to providing my professional expertise and being a part of this innovative, mindful and enduring community success.

Mahalo,

Pono Shim  
CEO, Oahu Economic Development Board



Dillingham Transportation Building  
735 Bishop Street, Suite 424, Honolulu, Hawaii 96813 • 808-521-3611  
Fax: 808-536-2281 • [www.oedb.biz](http://www.oedb.biz)

Victor Perez  
Kaneohe, HI 96744  
808 347-2989

July 26, 2016

State Public Charter School Commission  
111 Bishop Street  
Suite 516  
Honolulu, HI 96813

Subject: The IMAG Academy

As the Director of School Systems at Hawaii Technology Academy for the past 4 years, I have seen how proactive decision making can make a positive impact on teacher development and professionalization. The IMAG Academy's founding team is definitely on the right path as they continue to identify the necessary details to identify, select and develop organizational best practices, policies, processes and procedures to ensure their staffs' success.

Their focus on how specific student data will help them to provide on-the-spot assessments of their students to any stakeholder is commendable, especially prior to charter approval and almost 12 months out from opening. Their system thinking will help them to be prepared and guide them to better collect, analyze, assess and make more informed decisions in responding to their student's needs and their instructional strategies. As a volunteer, I am excited to be a part of their professional team.

I am committed to helping the IMAG Academy's founding team as they build a student management system. If there are any questions, please do not hesitate to call.

Sincere regards,

A handwritten signature in black ink, appearing to be 'Victor Perez', written over a horizontal line.

Victor Perez



500 ALAKAWA ST. #104 HONOLULU HI 96817  
TEL:808-845-4232 FAX:808-841-5398

July 26, 2016

State Public Charter School Commission  
111 Bishop Street  
Suite 516  
Honolulu, HI 96813

Subject: School Facility - Letter of Intent

It is my pleasure to provide this letter informing the Public Charter School Commission of our desire and intention to work with the founding members of the IMAG Academy in securing a suitable school facility in Waipahu. As the building owner, I am excited to have the IMAG Academy as a tenant at 94-905 Waipahu Street. We will do whatever in our power to have them call our building their home for many years to come.

As a family business, the school's vision of becoming a community resource resonates with our values. We look forward to working with Shirley and Sheila to ensure they have a facility ready and in time for their pre-opening activities for school year 2017-18. As important, we anticipate a great working relationship with them as we plan for expanding the capacity of our building and its ability to accommodate their growth.

As we wait for their charter approval, if there are any questions, please do not hesitate to call.

Respectfully,



Danny Kim  
President



UNIVERSITY  
of HAWAII®  
MĀNOA

Hawai'i State Public Charter School Commission  
1111 Bishop Street, Suite 516  
Honolulu, HI 96813

Reference: The IMAG Academy Charter

Please accept my written testimony in lieu of my personal attendance due to prior business commitments. I urge you to approve The IMAG's charter so they can start this important and much needed work in providing place-based, community-centered project based learning as a primary teaching and learning strategy with students. This type of innovation is needed throughout the state, especially in the central leeward area.

As part of the University of Hawai'i Office of Student Equity, Excellence and Diversity, our PALS (Place-based Afterschool Literacy Support) program has operated on the Wai'anae Coast for ten years. PALS students and teachers connect place-based learning opportunities to community resources. These connections create meaning, relevance and interest in students about their learning. Our partnerships with eight elementary, middle and high schools along the Wai'anae Coast has been successful as a result of strong community and business collaborations within Wai'anae and the larger community of Oahu. These collaborations have enhanced our ability to provide rich and authentic grounding in place, culture and history.

Consistently, over the last ten years our PALS students, on average, have achieved proficiency at a higher rate than their non-PALS classmates on state assessments. In addition, a recent study of PALS' teacher instructional practices showed a significant increase in effective instructional strategies during the regular school day. That is, teaching place-based curriculum has a positive impact on teacher practice.

As we have seen solid benefits for our teachers and students, The IMAG Academy will be able to extend this important work and we look forward to having them as a public charter school partner.

Looking at the impact The IMAG Academy can have in the lives of their students, teachers, parents and community, The IMAG Academy's charter approval this year is essential. Please feel free to contact me at [kfukuda@hawaii.edu](mailto:kfukuda@hawaii.edu) or 808-561-0427 if I can provide any other information.

Sincerely,

A handwritten signature in cursive script that reads 'Kay Fukuda'.

Kay Fukuda, PhD  
Principal Investigator

**From:** [shirley\\_ames](#)  
**To:** [Commission Mail](#)  
**Subject:** IMAG Academy  
**Date:** Tuesday, July 26, 2016 1:39:29 PM

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Dear Commissioner:

I would like to offer further written testimony on behalf of IMAG Academy. As a mother of two elementary aged kids, and a lifetime Waipahu resident, I have been deeply interested in seeing IMAG academy come into existence. I do feel the Waipahu community would benefit from having the IMAG Academy Charter School as a viable alternative to the traditional public education schools and the limited private education schools currently available.

My older daughter is currently attending Kanoelani Elementary school in Waipio Gentry and will be entering the 3<sup>rd</sup> grade. She started there last year in the second half of second grade after our family was no longer able to continue with Myron B. Thompson Academy charter school. Prior to attending Myron B. Thompson Academy, she spent 2 years with the Hawaii Technology Academy charter school. First, I would like to say that I am impressed with Kanoelani. It seems to be a very good school – in the traditional sense, and it seems to have only gotten better with years (since I attended over 30 years ago)! However, I do notice a difference in my daughter's learning. Unlike with the two charter schools, my daughter is forced to learn at the pace of the class. I know her teacher made accommodations for my daughter, and would try to keep her engaged in subjects she has already mastered. But sadly, I know my daughter is not learning at the same degree that she did. I worry that although my daughter is happy at Kanoelani right now (because it is a new environment for her), in time she may get bored and not have the great attitude towards school that she has had thus far. I have seen first hand how she has thrived with project-based learning. When getting into a project, she takes control of her own learning, asking questions, finding her own answers. Deep thinking, not just memorizing a bunch of questions and answers for tests! My family would get a lot more value out of a school like IMAG Academy, if it were an option.

As a founding member committed to our facility readiness, I would also like to address some of the questions regarding facilities that came up in the IMAG Academy charter application. Although it was previously clarified in our response to the evaluator's recommendation report, it should be noted again, that IMAG Academy plans to operate *one* campus with multiple buildings. The physical set-up would be the same as all other schools. In fact, Waipahu Elementary School also houses multiple

buildings in approximately the same configuration (see image below). As important, IMAG Academy has been in close contact with the owner of one of the buildings (KOHA Foods) in our planned location and he is eager to work with us in permitting, renovations, and facility readiness, making our facility plan workable once approved. This type of tenant - landlord relationship for this highly sought-after space can only be preserved by our approval this year.



Finally, I would like to re-affirm my commitment as a founding board member of IMAG Academy. I humbly offer my 15+ years of real estate and property management expertise in helping the school secure viable leases for their operations. I also will continue to work on building and strengthening community ties and partnerships using my community contacts within the area. It would be an honor to serve and give back, helping to be a part of something that would benefit my community.

Please reconsider the recommendation from the evaluation team and approve IMAG Academy's charter.

Sincerely,  
Shirley Ames

**From:** [Robin](#)  
**To:** [Commission Mail](#)  
**Subject:** IMAG CHARTER  
**Date:** Wednesday, July 27, 2016 6:25:09 AM

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My family supports approving the IMAG Academy's Charter!

Donna Porter

July xxx, 2016

State Public Charter School Commission  
111 Bishop Street  
Suite 516  
Honolulu, HI 96813

Subject: The IMAG Academy

Commission Members

As I may not be available to testify in person on Thursday, July 28<sup>th</sup> due to a workshop I will be conducting, I would like to offer the following confirmation of my support to the IMAG Academy.

It was exciting to hear how The IMAG Academy's vision and mission can be realized by the use of the Conscious Discipline's School Family framework. The School Family provides a researched based construct. Its structures, language, rituals, and routines provide the necessary tools and reminders to effectively learn how to communicate with, notice and care for others.

As my unique experience and phenomenal results in using the School Family framework within my high school classroom for more than 10 years will be valuable insight no other consultant can provide. I am committed to being a part of the IMAG Academy's implementation and training team and look forward to helping develop the professional development sessions for their educators.

If necessary, I look forward to answering any questions and clarifying how and why Conscious Discipline and the School Family frameworks are so powerful, especially as a whole-school solution.

I wish you well!

DONNA PORTER, M.S., CCC-SP  
Consultant

**From:** [The Quinata Family](#)  
**To:** [Commission Mail](#)  
**Subject:** IMAG Academy Charter  
**Date:** Wednesday, July 27, 2016 12:45:43 AM

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I support approving the IMAG Academy's charter!

Sincerely,  
Christina Quinata

**From:** [Waiman Hung](#)  
**To:** [Commission Mail](#)  
**Subject:** Support IMAG  
**Date:** Wednesday, July 27, 2016 12:45:43 AM

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I support starting a charter school, IMAG Academy in Waipahu!

-Waiman Hung

DATE: July 26, 2016

TO: Mitch D'Olier, Chairperson, Applications Committee

FROM: Randy Shiraishi, IMAG Academy Governing Board President

RE: Testimony in Support of IMAG Academy

Aloha Commissioners,

I am writing in support of the IMAG Academy. I realize that the Commissioners are not supposed to consider information that was not submitted in the initial application. However, I would like to point out a few items to consider in support of our application.

1. The nature of education and my experience with the Charter School Commission has taught me that the Administration and Governing Board of the School must not only be able to formulate an effective plan, but it must be able to adjust and adapt, sometimes with short timeframes. While I acknowledge that there may be deficiencies in our application, I believe that we can demonstrate that we have the ability to be responsive to the Charter School Commission staff in a timely fashion and make adjustments to meet the needs and address the concerns of the staff. Though you may not review the additional submissions, please take note that we are able to make improvements where needed in a relatively short time frame. This speaks not only to the ability of our Board, but of our professionalism and experience.
2. The staff report indicates that "the start-up plan identifies only one person who will address the majority of the tasks that will have to be completed in year 0." However, according to our Startup Project Management Plan (attachment BB), these are the following tasks:
  - a. Facility Leasing and Renovation: Point of Contact (POC) Shirley Ames
  - b. Funding and Sources: POC Thelma Alane
  - c. Marketing: POC Sheila Buyukacar
  - d. Developing Community Partnerships: POC Sheila Buyukacar
  - e. Staff Recruitment: POC Sheila Buyukacar
  - f. Board Recruitment: POC Randy Shiraishi

The statement that Sheila has the majority of the tasks is tacitly incorrect. Additionally, since the application, we have brought aboard two additional Board members, Michael Nakata and Elizabeth Blake who can provide substantial assistance in all task areas. In fact, Michael Nakata is the new POC for Marketing. The Board is fully committed to taking on all tasks required to start and run a school.

3. The staff report indicates: "The individuals on the governing board could not articulate their level of commitment to the proposed school until a charter is awarded." "During the Capacity interview, members of the applicant team stated they were unable to articulate their level of commitment they would provide for year 0 activities, until the charter was awarded." These are inaccurate statements. At the Capacity Interview, both Michael Nakata and myself indicated that we are able to commit as many hours as necessary for the school. I would like to hear the recording of the interview to substantiate the statement by the Evaluators. Michael owns his

own business, and I work part-time. I believe that Elizabeth Blake and myself have proven that we will do whatever is necessary in support of a charter school. As you may recall, during the revocation process for Hālau Lōkahi Public Charter School, both Ms. Blake and myself worked tirelessly to support the school. We routinely worked in excess of 40 hours per week. I find it hard to believe that anyone could question our commitment to charter schools.

4. The Financial section meet criteria, but the evaluators believed that we were weak in the “development of internal control policies; description of roles, responsibilities, and processes with appropriate delineations to insure proper financial oversight and management; development of sound criteria and procedures for vendor and contract selection”. I have attached a Financial Operations Manual and Procurement Policy which address those concerns.
5. “The report finds that the applicant does not meet the standard for evidence of capacity because the applicant does not inspire confidence in its capacity to carry out its proposed plan. Above all, the evaluation team finds that the applicant has not provided evidence that its key members possess the collective qualifications including a demonstrated understanding of challenges, issues and requirements associated with running a high quality charter school.” Our current board consists of Melissa Hawkins who is an employee and governing board member at Hawai’i Technology Academy (which is a high performing charter school) and Elizabeth Blake who was a vice principal at Myron Thompson Academy (which is a high performing charter school). I believe Ms. Blake and myself have a uniquely qualified perspective on the challenges of running a charter school. The evaluators themselves stated that “the qualifications and experiences in leadership and curriculum of key members of the academic team is excellent.”
6. “The authorizer must consider the number of families and students that will be affected if a school fails.” I assure you that there is no one in this state who knows this better than Ms. Blake and myself. We would do anything to ensure that this the Hālau Lōkahi experience is not duplicated at any charter school. We were the people who had to face the parents and students when the school closed. We did not sit in an office miles away as children’s lives were disrupted and torn apart. To this day, we face the repercussions of the failure of Hālau Lōkahi. There are no two people more committed to the success of a school than Ms. Blake and myself.
7. “The evaluation team believes the board member turnover rate is going to be too high with staggered two year terms.” Does the staff actually believe that a committed individual would not continue to serve beyond the expiration of their two-year term, or that an uncommitted individual would remain because their term was three or four years? One must only look at Congress to see that two-year terms does not keep people from servicing as long as they can. However, to address this concern, we do have a new set of by-laws with three year terms.
8. A stated weakness of our application is “heavy reliance on grant money.” Is that really an issue when we have been already awarded \$749,000 through a US Department of Education grant?
9. The United States Department of Education has already reviewed our application and determined it to be sufficiently capable to award us \$749,000. I fully understand the difference between federal and state level governments, however, what message does this send to the US DOE if our charter is not awarded? Why should any future proposed Hawai’i charter school receive a US DOE grant if a school will not be the result? What precedent will be set here?
10. If the Charter School staff has concerns about the execution of our plan, why not give us a provisional charter? We already have the funding and commitment from a landlord to begin preparations for our school. HRS 302D-14.5 allows for preopening conditions: “(a) The

authorizer may require an applicant governing board whose charter application is approved by the authorizer pursuant to section 302D-13 to satisfactorily meet pre-contracting criteria set by the authorizer before being allowed to enter into a charter contract. (b) An approved applicant governing board that fails to satisfactorily meet the pre-contracting criteria and enter into a charter contract with its authorizer within the period initially established or subsequently extended by the authorizer shall be considered to have withdrawn its application.” Since we already have funding, why not allow us to proceed and have the Commission determine pre-contracting criteria for us to meet?

As you know, I spent six months last year effectively attempting to rebuild a charter school from scratch. Ms. Blake and I worked tirelessly to change every part of Hālau Lōkahi to meet the requirements of the Commission and it’s staff. We understand what it takes to run an effective charter school, and the repercussions of failing to do so. There is no other applicant who can lay claim to that statement. I respectfully ask that you give us the opportunity to build a new charter school. We will not fail, because we know too well the human cost of failure.

Mahalo,

A handwritten signature in dark ink that reads "Randy Shiraishi". The signature is written in a cursive, flowing style.

Randy Shiraishi

To the members of the Hawaii Charter School Commission,

I am excited about the opportunities that the IMAG Academy will provide for students in the Waipahu area. I am hoping you will see just how strong our founding board and community support is, and realize the true need for educational choice on the Leeward side of Oahu.

Since June 2015, I have volunteered many hours of my time researching, meeting with fellow board members, and seeking support in the education community. I intend to continue devoting time to this start-up school, as much as 10 hours per week, or more as needed for an extended period of time.

I and two other board members have and will continue to work on readying our response to instruction and intervention (RTII), assessment inventory schedule and procedures, and integrating our content curriculum with our community centered projects.

Provided here with my written testimony is a consolidation of the RTII framework we plan to use at the IMAG Academy. I am hopeful that this change in format will present a clearer description regarding how we will run RTII and identify students who need specialized support.

Thank you for your time and vote to approve the charter for the IMAG Academy.

Sincerely,  
Melissa Hawkins

## **IMAG Academy Comprehensive Student Services**

The IMAG Academy follows a full inclusion model that results in a comprehensive student services model of four levels to ensure interventions are considered and developed at all levels necessary; classroom, grade/school, community, and DOE services.

Student and Teacher collaborations result in both achievement goals and the associated targeted evidence. A student's Individual-Achievement Goals and Learning plans coupled with agreed upon Evidence of Achieved Goals and Learning will be held in a student's Performance Achievement Record (PARs). PARs will be reviewed at least quarterly by student and teacher conferences.

Individual data along with summary cohort and school data will be stored within a Student Data Management System (SDMS). Data will be password protected and access controlled. The exact system will be determined upon surveying different systems available to ensure the student information system chosen will match our needs regarding compatibility to required HI DOE reporting systems, ease of use, report generation and its capability to share information between teacher, staff, parents and other allowable stakeholders.

The school director, SSC, resource teacher, and counselor(s) will have access to DOE resources for data <http://www.hawaiipublicschools.org/VisionForSuccess/SchoolDataAndReports/HawaiiEdData/Pages/HI-Data.aspx>

The four levels are briefly described below.

**Level 1 – Classroom Instruction and Project Facilitation –** Our teachers will use individualized achievement goals and learning plans to ensure appropriate and instructional strategies to engage all students in their learning. In class instructional strategies and curriculum-based and teacher created assessments will be employed by each grade level teacher to accommodate needed differentiated lessons. Students who do not meet proficiency within a 6-8 week period are moved into Level 2 for math and/or reading instructional support.

**Level 2 – Targeted Grade and School Level Interventions –** Additional focused and targeted interventions will be employed within the classroom for students performing below grade level, at risk for academic failure or dropping out, and or identified as intellectually gifted. These would be done with assistance from other grade-level and specialty teachers. Co-teaching and teacher assistants will facilitate more appropriate pacing and guided practice to small groups and individual students. Subject area tutoring, other academic support programs and our FORE Team are available options at this level. Students who do not make sufficient gains within a grading period can be referred into Level 4 for more specialized support. Level 3 program may also be recommended to provide out of class community program support.

**Level 3 – Community Program Enrollment –** Community sponsored, on-campus programs may provide additional after-school, intersession and transition support for our families. This level of additional programming would assist all students to have extra time in a formalized, but less academically structured environment. In addition, it would be especially advantageous for our disadvantaged and

gifted students in their quest for self-efficacy and leadership opportunities. For example, creating an accepting environment before and after school hours for our homeless students would be especially helpful in setting a foundation for learning and growing during their academic day.

Level 4 – Intensive Interventions and Comprehensive Evaluation: DOE Specialized Services – Special services that can combine individual and small group intensive-targeted instruction as instructed by HI DOE specialist. Appropriate and legal referrals and resulting evaluations will be determined and followed. Interventions would include IDEA 504 services and special education services. If sufficient gains are not met in accordance with guidance or within a grading period or data cycle, students will be referred for further evaluation.

### **School Structures/Programs**

The following are some of the structures and programs that make up our comprehensive student services model.

**School Family** – A holistic environment with social, emotional and communication development at its core. Supported by the constructs of Conscious Discipline, the School Family provides classroom structures, rituals, language, and routines to create space of positive interactions and relationships.

**Community-centered Projects** – Semester long projects focused on bringing the relevance into the learning environment. A roundtable, five intense days of learning about a community concern or opportunity, kick starts our inquiry into learning, collaboration, and reflection. Over the course of the semester, ideas are developed, re-configured, shared and rework. Prototypes, products, and services are finalized and presented to our community members, parents, family members, and peers.

**Student Tutoring and Reading Program** – In-class centers and small groups, peer or higher grade tutors/readers provide one-on-one assistance.

**Homework Watch Groups** – Students are able to participate in homework reviews and discussions on Wednesday mornings. Students are able to ask and answer questions about homework and other problems

**FORE team** – The main objective of this group is to find interventions/solutions as a preventive measure to academic or social/emotional learning problems and concerns before they become detrimental. A FORE team may also be formed for our accelerated students in order to challenge and deepen their learning and innovation opportunities.

FORE teams provide a structure for our professionals to collaborate with a focused look at each student. In addition to the student, any member of our school may be possible members of a FORE, could include any combination of professionals; classroom teacher, teacher aide, counselor, social worker, curriculum resource teacher, even a student and parent coordinator. A student's parents and community partners may also be part of these teams.

**Community Programs**

1. Community Project Partner – Provide the community focus of our semester project
2. Wednesday Lunch with Mentors and Parents

**Community Volunteer Opportunities**

1. Community Project Volunteer – ie Guest speakers
2. In-kind donations – tax/accounting benefit and sponsorship
3. Community Advisory Group

**Family Programs**

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

**Parent Volunteer Opportunities**

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

<p><b>Response to Instruction and Intervention (RTII)</b></p> <p>The following steps will be followed for all students including struggling, accelerated, ELL and economically disadvantaged students.</p>
<p><b>Needs Identification</b></p> <p><b>Step 1</b></p> <p>* At any time during the RTII process a parent/guardian or teacher can request formal evaluation under IDEA 2004.</p>
<p>Objective: Initial and on-going assessments to ensure performance and learning is improving and achieved</p> <p>Procedure:</p> <ul style="list-style-type: none"><li>● A referral from a teacher, counselor, or administrator, student or parent will be managed by our Student Services Coordinator (SSC). Teachers will document employed interventions, assessments, supports and communication with parents/guardians</li><li>● Evaluations will be coordinated through our SSC and classroom teachers. Parents will be kept informed.</li></ul>

- Students will be assessed on age-appropriate skills and grade-level curriculum. Based on results, appropriate programs and services will be coordinated and delivered
- Once a request for a meeting has been initiated, either by the parent/guardian or the teacher, the meeting will be scheduled within 15 days of the request.
- Meetings(s) will include parent/guardian, classroom teacher, SSC, grade-level counselor, School Director and others as appropriate to situation.

Level	Activity
1	Initial and on-going assessments will be made by classroom teachers via student/teacher collaboration, feedback activities, informal/formal formative and summative assessments. Assessments within a specific content area would identify student's learning style, content and product interest, and process knowledge. If more resources are needed, a teacher will recommend Level 2 and 3 resources. This may also be the beginning of documentation to request Level 4 resources/services.
2	If a student is involved in subject area tutoring, after-school support programs and or part of a FORE team, initial and on-going assessments will also be made by those teachers or FORE members involved. If more/different resources are needed, a team member will help with more Level 1 differentiation and/or Level 3 resources. A Level 4 referral for HI DOE services/resources would be initiated if necessary.
3	If a student is involved in additional before/after-school, intersession, and transition support, on-going assessments will be made by staff involved. Feedback will become a part of their Performance Achievement Record (PARs) and would be reviewed by Level 1 and 2 teachers and team members.
4	If a student is involved with any type of specialized services of the HI DOE (to include 504, IEPs, etc) assessments will be made by the appropriate personnel. Feedback will be kept in the appropriate records and in accordance with legal and state/program policies.

**Service Delivery  
Step 2 and on-going**

- Objective: Provide appropriate instructional and/or differentiated lessons/choices in content, process or product
- Data will be collected at the end of each support session, for a period of six weeks, or one data cycle.
    - o Students can move in or out of instructional support groups on an as needed basis
  - If no improvements are made with the specific interventions in place, as recommended and recorded by the appropriate staff member, FORE team, SSC and counselor, evaluations will be initiated and scheduled by the SSC
    - o Parent approval will be required for any evaluations and further testing
  - When sufficient student data has been collected, the SSC may schedule evaluations in the following area(s) academic performance, communication skills, general intelligence, health, vision, hearing, social and emotional status, and motor abilities

	<ul style="list-style-type: none"> <li>• There may be a need for more information, in which case the teacher and counselor will work together to gather test scores, grades and other data in order to determine which evaluation(s) will be most appropriate for the student</li> <li>• The appropriate team members and parent/guardian will meet after evaluations are completed to determine the needs and specifics of services required.</li> <li>• Follow-up meetings will be scheduled as requested or required and be guided by state &amp; federal law.</li> </ul>
1,2,3	<p>Teachers, staff or FORE team members will find/create appropriately tiered or scaffolded lessons to accommodate individual learning style, interest, readiness, knowledge and skills. Differentiation can be accomplished by varying complexity in content, process or product. Here are samples of some of our more common strategies for differentiated lessons. Dependent upon the objectives and student’s needs, these can be used for ELL, economically disadvantaged, accelerated, and struggling students.</p> <ol style="list-style-type: none"> <li>1. Less complex problems - provide simpler problems in order for early success and continued advancement in content knowledge and skills. Present lessons and projects as smaller units and incorporate hands-on activities.</li> <li>2. One-on-one learning centers - students rotate through different centers, with on center set up to facilitate a teacher/student interaction and time to focus on specific weaknesses/strengths of a student.</li> <li>3. Learning groups – students join a group dependent upon the lesson objectives and can be determined by same or varied readiness levels, interest, or learning style.</li> <li>4. Finished product grouping - students become part of a group interested in the same end products.</li> <li>5. Inquiry based grouping - students join a group interested in the same inquiry area.</li> <li>6. Near-peer tutoring – students are tutors to lower grade students requiring more basic knowledge/skills acquisition to be able to guide younger students.</li> </ol>
4	As our teachers/staff will be in communication with any HI DOE service professionals, they would consciously be able to work with any type of differentiated requirements, recommendations, or suggestions made via special program, IEPs or 504 plans.
<b>Assessment – Reflection - Improvement Step 3 and on-going</b>	
Objective: Student/Teacher Collaboration and Support Meetings	
ALL	Teachers and/or FORE team members will meet with students initially to discuss Achievement Goals and a Learning plan. Learning styles, interest, readiness, content knowledge and skills will be taken into consideration. Subsequent meetings will address initial goals and any issues, concerns and changes needed to take place to ensure learning progresses and knowledge and skills are acquired. Teacher assessments and student self-assessments would be used.
<b>Communication Step 4 and on-going</b>	
Objective: Parent/Family communication	
ALL	Teachers and/or FORE team members will communicate goals, objectives, achievements and progress to parents or guardians.
<b>Feedback</b>	

**Step 5 and on-going**

Objective: Informal and formal Feedback focused on continuous improvement

ALL	Students, peers, teachers and other stakeholders will collaborate through multiple forms of feedback activities. Lessons learned will be used to modify work and show continuous learning improvement and academic achievement.
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**From:** [Hanlan Bowler](#)  
**To:** [Commission Mail](#)  
**Cc:** [Sheila B](#)  
**Subject:** In support of the IMAG Academy Charter  
**Date:** Tuesday, July 26, 2016 8:56:05 PM

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Dear Commission,

I am writing in support of the IMAG Academy Charter because it provides educational equity (alternative programs for the central and leeward kekei/Ohana), allows for innovation curriculum and passionate learning opportunities.

Sincerely,

Hanlan Bowler  
Hanlan.Bowler@gmail.com

**From:** [Sara Cenal](#)  
**To:** [Commission Mail](#)  
**Subject:** Support for imag charter school!  
**Date:** Tuesday, July 26, 2016 6:40:18 PM

---

**"I support approving the IMAG Charter school!"**



Thank you,  
Sara Cenal  
Sent from my iPhone

**From:** [jennifertbonifacio@gmail.com](mailto:jennifertbonifacio@gmail.com) on behalf of [Jennifer Bonifacio](#)  
**To:** [Commission Mail](#)  
**Subject:** My family supports approving the IMAG Academy's Charter!  
**Date:** Tuesday, July 26, 2016 6:34:28 PM

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**My family supports approving the IMAG Academy's Charter!**

**From:** [Kim Rivera](#)  
**To:** [Commission Mail](#)  
**Subject:** Support for IMAG Academy Charter School  
**Date:** Tuesday, July 26, 2016 6:23:19 PM

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Aloha Charter School Commission,

I support approving the IMAG Academy's Charter!

Respectfully,  
Kim Rivera  
PO Box 861021  
Wahiawa HI 96786

Sent from my iPhone

**From:** [KEKAPAHUKEA DELOS-SANTOS](#)  
**To:** [Commission Mail](#)  
**Subject:** Approve IMAG Academy  
**Date:** Tuesday, July 26, 2016 6:16:10 PM

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My family supports approving the IMAG Academy's Charter!

**From:** [Thelma Alane](#)  
**To:** [Commission Mail](#)  
**Subject:** IMAG Academy Application  
**Date:** Tuesday, July 26, 2016 5:08:04 PM

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**Application Committee Members -**

**Thank you for the opportunity to send in my written testimony. As a founding board member, I have been able to provide insight and input to our team and our resulting application. Although I am not able to attend this important meeting due to work obligations, I am committed to supporting IMAG Academy for the duration of our startup phase with my expertise in financial management.**

**Sincerely,**

**Thelma Alane**

**From:** [Cheryl R. Cudiamat, Director](#)  
**To:** [Commission Mail](#)  
**Subject:** IMAG Charter Support!!  
**Date:** Tuesday, July 26, 2016 5:02:54 PM  
**Attachments:** [image002.png](#)

---

Dear Honorable Commission,

My family and preschool supports approving the IMAG Academy's Charter approval. Not only do they have the plan, the financial backing...but #1...they have the passion to open this wonderful, much-needed school in the Waipahu community.

Mahalo nui loa!  
Cheryl

*Cheryl R. Cudiamat*  
Owner & Director  
Keiki Care Center of Hawaii, Inc.  
T&F: 808.455.5545  
[www.keikicarehawaii.com](http://www.keikicarehawaii.com)



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**From:** [laura.julius](#)  
**To:** [Commission Mail](#)  
**Date:** Tuesday, July 26, 2016 4:50:57 PM

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I support approving the IMAG Academy's Charter!

**From:** [Ryan Ozawa](#)  
**To:** [Commission Mail](#)  
**Subject:** I Support Approving the IMAG Academy's Charter  
**Date:** Tuesday, July 26, 2016 4:47:26 PM

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Aloha!

Having met Sheila last year, and watched her extensive work to reach out to the arts, innovation and technology communities, I would like to express my support for the IMAG Academy. I am sure that the academy, with the support of a \$750K US Department of Education grant and a committed school board, will succeed in its mission to apply place- and project-based learning and modern educational frameworks to teach and inspire Hawaii students.

Thank you for your consideration!

Ryan Ozawa  
Mililani

**From:** [Adam Boyd](#)  
**To:** [Commission Mail](#)  
**Subject:** IMAG Academy  
**Date:** Tuesday, July 26, 2016 4:40:06 PM

---

I support approving the IMAG Academy's Charter! This school is an essential learning place for our newest generations.

Very Respectfully,  
J Boyd  
Chaplain's Assistant  
Office (C): 808-471-3710  
Cell (T/C): 808-206-2659  
[Hawaii Chaps Facebook](#)

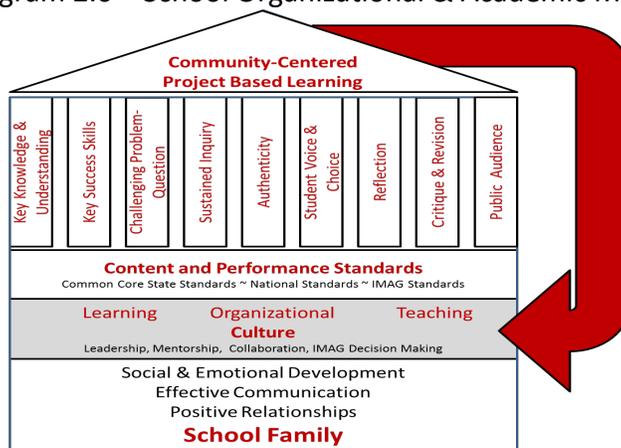
Date: July 27, 2016  
 To: Charter School Commission – Application Committee  
 From: Deborah Bond-Upson, Board Member, IMAG Academy  
 Re: Academic Direction of IMAG Academy, Outcomes and the Blending of District Texts and Project Based Learning

Please accept my written testimony in support of IMAG Academy. In it I would like to address several areas of concern within our Academic Plan.

We will use a portion of a Unit Plan to illustrate our understanding in these areas; level of detail of course outcomes, subject standards, alignment of course materials with academic plan and the use of traditional materials to do project base learning. It will demonstrate how our academic framework is well integrated as designed.

As illustrated within the model, Diagram 2.0, project based learning is driven by our content and performance standards. We’ve employed the use of Buck Institute of Education’s Gold Standard consisting of nine key elements of project based learning; key knowledge, key success skills, a challenging problem/question, a sustained inquiry, authenticity, student choice and voice, reflection, critique and revision, and a public audience.

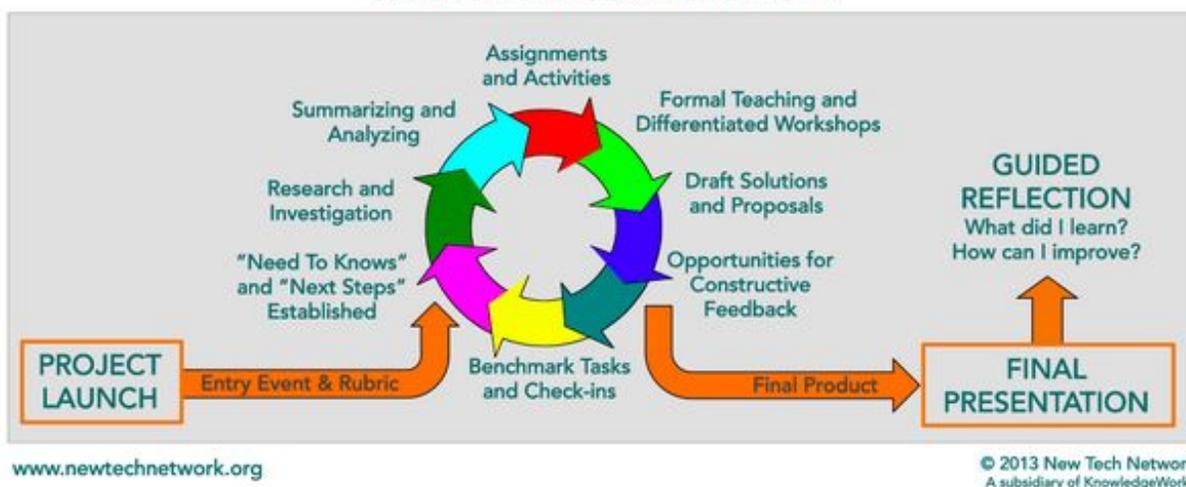
Diagram 2.0 – School Organizational & Academic Model



**Project Based Learning - Background**

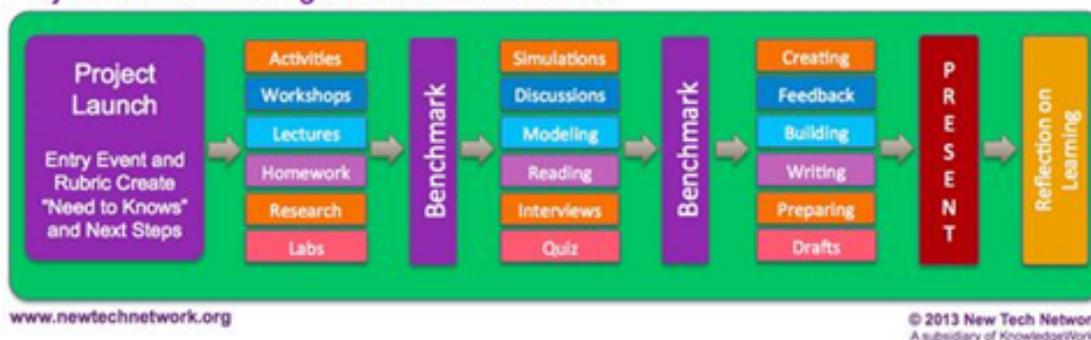
As Diagram 2.0 highlights what we are guided by, the following model, How Students Experience PBL, provides a visual picture of how we view the process of learning that takes place by means of our academic framework. As a project is launched via an entry event, learning takes place as it continues to move through interactive cycles. Along with continued inquiry via benchmark tasks and check-ins, formal teaching and differentiated workshops further learning. The process includes the creation of a final project and self-reflection.

## HOW STUDENTS EXPERIENCE PBL



Our schedule deliberately supports formal teaching within content subject areas provided on a consistent basis. The use of published content material provides the structure for these formal teaching opportunities to take place and for our students to acquire the basic subject knowledge and skills they will use as they grow academically and within their semester long project. Although the model above is our preferred model, the model below may also be used based on project complexity and student maturity. Buck Institute of Education’s (BIE) Gold Standard of Project Based Learning guides our project work (see Diagram 2.0), both models will engage our students in deeper and insightful learning.

### Project-Based Learning Unit With Benchmarks



### Project Planning and Integration Summary

As the IMAG Academy’s staff engages with the community, issues and opportunities will be shared. Our Project Coordinator and School Director will be interacting with businesses and organizations to create partnerships for semester long projects. These partnerships will enable our students to study, research, analyze, learn, problem solve and create products to solve our partner’s concerns. In addition, curriculum and project planning will be supported by projects from the BIE database of projects from multiple successful PBL schools. We will benefit from educator’s prior work and from the design of rubrics for project assessment.

As the students and staff continue to learn about our community, we will review our identified content materials and look to it to provide us with suggested subject knowledge and skills sequencing. This alignment is accomplished to ensure both performance standards are being targeted throughout the project and activities across all disciplines are focused on providing the necessary resources to ensure

integration.

As we launch this school and gather and train our faculty, we believe our selected content curriculum will provide the necessary structures to ensure subject knowledge and skills are learned. The selected curricula contain PBL approaches within them and will be supportive to our over-arching community PBL thrust. This quasi-traditional basic knowledge focus of the curriculum content chosen will enhance the students' readiness to do deeper investigations and research. Using these learned skills within real-world projects will also provide practice in summarizing, analyzing, drafting solutions and being critical of their work.

### **Semester-long Community Centered Project**

Each semester our students will spend the first 5 days focused on learning about a community partner's concern or opportunity. Community guest speakers, field trips, and hands-on activities provide the basic foundation of how the different aspects of business, arts, science and engineering manifest itself within our society. At the end of the week students will have collaborated and composed a driving question that will anchor their next 5 months of work resulting in innovative solutions and products.

Their growing knowledge and skills provide them with a more confident and supported voice to share what they find important. Examples of these innovations are organizational brochures, websites, research findings, software and product prototypes, artwork and original narratives. Extensive reading, writing, data collection, interdisciplinary technology exploration, and presentations will be completed as students continue to make learning choices throughout the semester.

Our daily extended blocks of traditional subjects like math, social studies, and history are the formal teaching we feel needs to take place to ensure basic subject knowledge and skills are learned. It provides our students the time to gather knowledge that they may find helpful and adapt it to the real world via the project. Our afternoon project time purposefully integrates academic subjects with solving real-world concerns, enhancing our student's capability to problem solve, collaborate, communicate, and be creative and innovative in their thinking, decision making and final solution/product development. Informal and formalized feedback from peers, teachers, and community partners are part of our weekly schedule, ensuring our students time for self-reflection, further inquiry, and revision. Although, our student's decipher complex informative text, discover multiple primary resources, and collect, apply or adapt data in creating and developing solutions and products, the project culminates in students sharing their creations at a formalized gathering of community members, teachers, parents and peers. As projects are completed, exciting new opportunities and passions are uncovered by our new community-aware citizens.

### **Assessment and Outcomes**

IMAG Academy is committed to student achievement. Base on research and our experience we've designed our academic framework to ensure our success in creating an engaging learning environment for our students. Project base learning will provide the vehicle for ultimate hands-on and learning engagement. With our sights on observable outcomes identified within our lesson and unit planning and project alignment, the use of the appropriate assessment tools are essential to provide the ongoing and useful feedback to students and teachers. A variety of assessments are aligned within the sample Unit plan.

# Springboard 7<sup>th</sup> Grade Theme: Concept of Choice

## Unit 1: The Choices We Make

### Activities 1.1 thru 1.5

#### Background Information

Note: A Unit plan for activities 1.1 through 1.5 is included and shows how our academic framework embodies outcomes, standards, and the use of traditional content material. More importantly, it provides an example of how subject and project alignment and integration are practiced.

#### **Project: Exploring Choice with Residents at the Waipahu Center – Senior Home and Garden**

At the outset of the semester, the class will learn the parameters of the project and study. In this 7<sup>th</sup> grade “Choices” unit, students will be reading, thinking, listening, writing, interviewing, exploring the realm of choices. In the project, students will interview at least two residents, asking them about important choices in their lives-- what choices they have made, why, what difference it made, how they feel about their choice, what might have happened if they had chosen differently. Students will research the times and places that surrounded the resident’s choice. The teachers will review the thrust of the project:

- 1) Creating books, audios or videos that can be treasured by the center, by the seniors and their families, will make the reading and class exercises more authentic and exciting. Students may choose whether to:
  - A) record the interview and to edit a 15 minute summary of the audio recording,
  - B) write a story with primary sources that give context to the story,
  - C) video tape the interview, find images to integrate into the video.
- 2) The class work and reading is a part of the project, it is preparation for the tasks.
- 3) Interviewing will be part of the project—improving research and communications skills.
- 4) As students interview seniors, they will report their findings to their group. The group will help the student to think of follow up questions to deepen the story.
- 5) Taking the information and choosing how to present it is a part of the project.
- 6) Building the end product, and then presenting the product to the senior center, to the individual and his/her family will be another part.
- 7) Finally, submitting the products to the area newspaper, local websites and linking it from the school website is also a part of the project.

During a 5 day ROUNDTABLE to learn more about and with Senior Home residents and staff—Students will use a variety of techniques to gather information. Within their subject area classes, students will learn how to interview others about their past and current choices, using the knowledge they gain and guided by our content material ensures both improved group and individual work. Preparation for interviews will be critical and will draw on class lessons. The project will be the backbone to subject learning.

Students will learn

1. Interviewing
2. One-on-One and small group discussions
3. Reading complex text
4. Analysis of building maintenance documents and budget documents
5. Different aspects of the home – inside, outside, having a meal

**Essential Question: What choices do we make in daily living that alter the course of our lives?**

### **Springboard Theme: Concept of Choice**

#### **Unit 1: The Choices We Make**

##### **Unit Overview**

This unit introduces the year-long focus on “choices,” using a variety of genres to investigate this theme. They will examine texts that present characters who, for personal or cultural reasons, have made choices about the way they live their lives. Students will analyze fiction and nonfiction texts and create and present original works that express the concept of choice. In creating these original texts, students will engage in the writing process, including collaborating with peers in a variety of groups.

Students will be learning more about choices, more about authors’ views on choices, and that this knowledge will help to guide them in their interviews of the residents and staff at the Senior Center. This connection will make their reading, analysis, and evaluation richer in meaning and authenticity.

***Activities in the Springboard plan that could be incorporated into preparation for our proposed project.***

##### **Interpreting film – comparing to print**

Media literacy

Revising

##### **Unit Learning Strategies:**

Close reading – analysis of text

Marking texts

Debate/Socratic Seminar

##### **Unit Instructional Strategies-explicit**

Time Writing

##### **Unit Assessments:**

Revising a Personal Narrative about Choice

Expanding Narrative Writing

Creating an Illustrated Myth

Portfolio items

A sample Project Plan incorporating ELA Activities for Unit 1.1 – 1.5 is included here to illustrate the connections between outcomes, standards, content material and project based learning. Although not all subjects were included within this example, this Senior Center will serve as a multi-discipline project that cuts across all subjects and grades. In this plan, a focus on choices regarding living environment is used. The actual focus will be determined by the student/senior interviews.

## The Concept of Choice

Project Planning – Overview

Partners: The Waipahu Senior Home

Overall Information: This organization houses over 100 seniors within a multi-level building of studio apartments. The area provides indoor, outdoor and garden space to their residents. It is situated in the center of town, close to the library, restaurants, and bus transportation.

POC: Ms Lal a Smith (808) 577-7777

General Information: Concerns have been gathered by our POC via resident complaints and survey forms. In addition, staff have also voiced their view of the reasons and possible fixes.

### Project Essential Question and Areas for further Exploration

**What choices do we need to make to sustain an enjoyable common living space?**

On-Site Gardens, Outdoor Sitting Areas, Indoor Sitting Areas, Common Areas

Skill	Standard	Outcome – Observable Behavior Student will be able to	Possible Assessment Tool
Reading Key Ideas/Details Craft & Structure Integrate Knowledge Text Complexity	7.R.R.1 7.R.R.4 7.R.R.7 7.R.R.10	<ul style="list-style-type: none"> <li>Identify evidence to support analysis conclusions</li> <li>Identify how the major sections contribute to the writing</li> <li>Identify similarities and differences of characters presented by different media (text to video)</li> <li>Read and comprehend non-fiction</li> </ul>	Curriculum-Based Project Activity
Writing Text Types/Purposes Production Range of writing	7.W.R.1 7.W.R.4 7.W.R.10	<ul style="list-style-type: none"> <li>Support claims with clear reasons and relevant evidence</li> <li>Conduct research to answer questions citing primary sources</li> <li>Write over an extended period of time</li> </ul>	Curriculum-Based Project Activity
Listening Speaking	7.SL.1 7.SL.2	<ul style="list-style-type: none"> <li>Engage respectfully in one-on-one, small group and teacher led discussions</li> <li>Identify a peer's argument and specific claim and share their reasoning and evidence</li> </ul>	Project Activity
Presenting	K-7.SL	<ul style="list-style-type: none"> <li>Present facts and details in a coherent presentation</li> </ul>	Rubrics
Language Conventions Knowledge Vocabulary	7.L.R.1 7.L.R.3 7.L.R.4	<ul style="list-style-type: none"> <li>Correctly place phrases and clauses within a sentence</li> <li>Eliminate wordiness and redundancy</li> <li>Use associated words correctly</li> </ul>	
Math P Ratios/Proportions Number System Expressions/Equations	7.RP.1-3 7.NS 1-3 7.EE.1-4	<ul style="list-style-type: none"> <li>Identify the appropriate ratios and calculate correctly</li> <li>Incorporate the proper place value and use of improper and proper fractions</li> <li>Determine the appropriate operations and equations</li> </ul>	Curriculum-Based Teacher created Project Activity
Science Matter/Interactions Interactions/Energy Energy	MS-PS1 MS-LS2 MS-PS3	<ul style="list-style-type: none"> <li>Identify simple compounds and mixtures and characteristics</li> <li>Work with and determine appropriate interactions between stored energy sources</li> </ul>	Project Activity
Arts Communicate-Ideas	FA.7.1.4	<ul style="list-style-type: none"> <li>Apply elements of art to communicate a particular message</li> </ul>	Project Activity
Social Studies Developing Questions Economics Evaluating Sources Conclusions-Action	D1.2.7 D2.Eco.2.7 D3.1.7 D4	<ul style="list-style-type: none"> <li>Explain how a question represents a key idea</li> <li>Explain alternative solutions to problems presented</li> <li>Identify multiple appropriate and relevant sources</li> <li>Ensure an argument is back by multiple sources</li> </ul>	Teacher -Created
Decision Making	IMAG DM	<ul style="list-style-type: none"> <li>Use IMAG problem solving and decision choices</li> </ul>	Checklist/Rubrics
Solution	IMAG - S	<ul style="list-style-type: none"> <li>Select a solution that is IMAG</li> </ul>	Checklist/Rubrics
Projects-Presentation	BIE	<ul style="list-style-type: none"> <li>Communicate solutions in an understandable and concise manner</li> </ul>	Rubrics

**English Language Arts – Springboard Unit 1.1 through 1.5**  
**The Choices We Make**

**Project Essential Question**

**What choices do we need to make to sustain a beautiful and enjoyable living area?**

**Possible Project Activities**

1. Poetry
2. Autobiography – Narrative Interviews with residents/staff
3. Memoir Writing– Peer or resident
4. Readings –
  - Personal Narratives:
  - Informational Texts:
5. Writing
6. Myths and Fables

1. In groups, they will read about choices to each other, consider their own views and express them to each other.
2. Each will reflect on choices they have made in their own lives. Each will interview another about their choices, writing the responses and presenting the interview results to the class.
3. Each will choose a novel on choices from a suggested list. Book reports will be presented to the class. Students will question each other on the choices in the books as a whole class.

**GENRES**

Poetry  
 Autobiography  
 Memoir  
 Myth  
 Fable  
 Personal narratives  
 Informational Texts

**Vocabulary**

Genre\*  
 Denotation  
 Connotation  
 Diction  
 Stanza  
 Adverbial Clause\*  
 Theme  
 Consequences\*  
 Narrative\*  
 Incident  
 Response  
 Reflection  
 Metacognitive Markers\*  
 Reflection  
 Writer’s Craft – Verb Tenses

<b>Learning Strategies</b>	<b>Unit</b>
QHT	1.1
Collaborative Groups	1.1, 1.5
Summarizing	1.1
Brainstorming	1.2, .3
Paraphrasing	1.2
Writing Process	1.2
Portfolio	1.2
Activating Prior K	1.3, .4, .5
Webbing	1.3
Marking Text	1.3
Close Reading	1.3
Drafting	1.3, .5
Graphic Organizer	1.3, .4, .5
Note-Taking	1.4, .5
Metacognitive Markers	1.4, .5
Revisiting prior knowledge	1.5
Webbing	1.5
Looping	1.5
Quickwrite	1.5
After Reading	1.5

**NOTES**

**Assessments – Curricular**

- Revising a Personal Narrative
- Narrative about Choice
- Expanding Narrative Writing
- Creating an Illustrated Myth
- Portfolio items

In our teacher training we will be reviewing these materials to guide rubric selection and project formation:

**1) A six step rubric used by Expeditionary Learning “King School” in Maine.**

<https://www.edutopia.org/pdfs/stw/edutopia-stw-maine-project-learning-six-step-rubric-planning-successful-projects.pdf>

Step 1—Compelling topic selection and determining learning targets to cover

Step 4 —Learning resources

Step 5— calendaring the expedition (notes the critiques and revisions by the teacher— here students who are not showing the benchmark mastery would be further supported.)

**2) The Expeditionary Learning rubric for developing learning targets**

Benchmarks for academic standards:

[http://commons.ededucation.org/sites/default/files/Learning%20target%20rubric\\_EL\\_110812\\_1.pdf](http://commons.ededucation.org/sites/default/files/Learning%20target%20rubric_EL_110812_1.pdf)

**3) Buck Institute for Education database of Projects**

[http://bie.org/project\\_search](http://bie.org/project_search)

Projects from many top notch sources (High Tech High, Expeditionary Learning, Nature Conservancy, etc.)

**4) Keys to PBL**

1) Authentic real-world problem

2) Academic rigor— Unit integration

3) Structured Collaboration

4) Student-centered— projects relate to them

5) Embedded assessment—assessment throughout to include self-assessment

<http://www.bobpearlman.org/BestPractices/PBL.htm>

[https://www.youtube.com/watch?v=hnzCGNnU\\_WM&feature=youtu.be](https://www.youtube.com/watch?v=hnzCGNnU_WM&feature=youtu.be)

**In conclusion, I would like to provide a direct response to our evaluator’s concerns**

**There is no clear description of course outcomes;**

*The outcome for each course will be that the students, having worked to meet standards benchmarks for each unit as we progress through the year, will achieve a level of mastery of overall learning targets and academic benchmarks for the course.*

*Progress towards achievement of our community participation and character development objectives will be expected as additional outcomes.*

*Our projects will “wrap around” the course work in the Wonders and Springboard programs. Each project will include mastery of the standards addressed in the text curriculum. An example*

*follows on page two.*

**The application does not explain in detail how the academic standards will be used and how it will contribute to student success;**

*Teachers will write the standards benchmarks from the units, in student language, on posters for each unit and to post these “learning targets” in the classroom. These targets will be integrated in the projects as well as expressly addressed in the classroom text activities.*

*In the teachers’ lounge, charts of student progress will be posted on walls or online, so that teachers can work together to strategize on how to support student advancement. Specifically, the charts will list standards benchmarks, and then show placement of each student on the continuum of achievement of that benchmark.*

**There is no clear explanation of how course materials will support the overall academic plan;**

*The course materials will be integrated with projects and together will comprise the academic plan. The course materials present the grade/subject level work to be accomplished in the course. Our projects will be created by faculty or chosen from one of the available providers (BIE database of projects from various education sources) and will be customized for our community and to wrap around the chosen district texts.*

**The academic plan indicates a reliance on the instructional method of project based learning by using traditional materials.**

*In class work with the texts will be introduced stating the bridge to the project. (eg. Why do you need to learn to write with the 6 traits model? In order to create a coherent message to present to the town council as our final project.) In project work, reference will be made to the text work.*

**From:** [Elizabeth Blake](#)  
**To:** [Commission Mail](#)  
**Subject:** IMAG Academy Board Commitment  
**Date:** Wednesday, July 27, 2016 9:15:18 AM

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Application Committee Members,

Please accept the following table as evidence of the commitment of IMAG Academy's founding board members, advisory volunteers and future employees.

Each person has personally committed to provide their expertise as noted within this table. Our commitment also aligns with our expertise and agreed upon responsibilities as outlined within our application documents.

In addition, our US DOE Charter School Program grant will be able to fund 100% of the cost of contracting experts to help during our planning/implementation phase as identified within our budget and illustrated here.

		<b>Hrs/day</b>	<b>Hrs/week</b>	<b>Weeks Avail</b>	<b>Days Avail</b>	<b>Commitment In Hours</b>
1	Randy Shiraishi		20	40		800
2	Michael Nakata		20	40		800
3	Melissa Hawkins		10	40		400
4	Elizabeth Blake		10	40		400
5	Deborah Bond-Upson		5	40		200
6	Shirley Ames		5	40		200
7	Thelma Alane		5	40		200
8	Joe Evans		5	40		200
9	Sheila Buyukacar		40	40		1600
10	SASA (.5 FTE Jan-Jun)		20	26		520
11	RT (.5 FTE Feb-Jun)		20	22		440
12	Bus Mgr (.5 FTE Jan-Jun)		20	26		520
13	Proj Coord (1 @ 15 days)	8			15	120
14	EAs (2 EAs @ 15 days)	7			30	210
15	Teachers (3 @ 15 days)	7			45	315
16	IT (1 @ 10 days)	8			10	80
	<b>Total Commitment in Hours</b>					<b>7005</b>

Respectfully,

Elizabeth Blake

July 27, 2016

State Public Charter School Commission  
111 Bishop Street  
Suite 516  
Honolulu, HI 96813

This letter is in support of IMAG Academy's approval for their charter request.

As a founding board member, we have spent hours collaborating during this important application phase. There has been a lot of movement forward as we continue to learn the level of detail required at this point in time.

We appreciate the insight the evaluators have provided and we have responded in providing you with as much detail in the limited time before your recommendation decision. Just like a school, the application is made up of many integrated parts. We've combed through our application pulling things together, hoping to make it easier for you to see and feel the connections. More importantly, for you to see and feel our founding board's full capacity to understand the level of detail needed to open up a high-quality public charter school.

With a facility owner ready to support us and our US DOE CSP grant of \$750K providing us 100% of our startup funding, we would rather put the money towards opening up a school for students and families in the central leeward area than spending another year within the application process.

Please find attached as part of this testimony a consolidated and detailed list of our goals and assessments. We believe in all levels of assessment and know the data we have identified will keep track of an important story that will help us to respond by improving both our student's learning environment and helping our teachers to improve their craft and instructional strategies. I feel confident with the weekly schedule we have designed; we will be able to respond to these indicators in an intelligent and actionable way. In addition, I look forward to our 1<sup>st</sup> hires joining the team in January and February and to get their feedback and help to finalize our IF/THEN procedures. We will also be able to update our RTII process to incorporate any changes.

In addition, as we work on adding the necessary actionable processes, we've also provided you some of the details regarding our financial performance management tools and associated metrics.

We have the money, we have the board capacity, we have the plan, and we have the passion. We need your approval to start working on implementing and providing a much needed school option for our families in the central leeward area.

Respectfully,



Sheila Buyukacar  
Founding Member

## The IMAG Academy Measurements, Metrics, Goals & Descriptions

Each of our measurements will be using metrics that will allow us to monitor improvements toward their associated targets. We look forward to seeing the necessary improvements within our data to be able to better respond to important indicators and trends.

<b>School Performance Goal Academic #1</b>	<b>Subject Content Achievement – ELA, Math, and Science</b>			
Measure	Student’s academic grade level achievement Smarter Balance (SB) – English Language Arts (ELA) Smarter Balance (SB) – Mathematics Hawaii State Assessment (HSA) – Science			
Metric	Percentage of students with “meet and exceeds” scores			
Targets	100% Pass			
Rationale for Goal	Subject mastery provides insight into accomplishment of standards-based curriculum and instruction. In addition, schools using the School Family framework have seen an increase in scores as well.			
Assessment Reliability and Scoring Consistency	Smarter Balance Assessments are used by the HI DOE			
Baseline Data	1 <sup>st</sup> year and on (8 <sup>th</sup> grade): 60%-ELA, 64%-Math, ELA & Math Source: Superintendent Annual Report Science Source: Waipahu Intermediate SSIR *3 <sup>rd</sup> year and on: 46%-current (10 <sup>th</sup> grade) *4 <sup>th</sup> and on Year: 58%-current (3 <sup>rd</sup> - 6 <sup>th</sup> grade) Applicable grades: 3-6, 8, and 10			
Attachments	No attachments			
	Metric	Tool	Target-Goal	Benchmark
Reading & Math Test Score Achievement	Smarter Balance (SB) Scores	SB Reading Assessment – Appropriate Grade	Reading - 75% Math – 65%	*68% current *52% current
Applicable for grades 3-6 and 8 & 10 Measurement will start for grade 8 <sup>th</sup> in 1 <sup>st</sup> year – SY 2017-18 *Benchmark source: Strive HI Summary SY 2013-14-Waipahu Grade 8 ONLY – Will use prior year to set State Averages by grade: Reading: 3 <sup>rd</sup> -71%, 4 <sup>th</sup> -73%, 5 <sup>th</sup> -72%, 6 <sup>th</sup> -74%, 7 <sup>th</sup> -71%, 8 <sup>th</sup> -73%, 10 <sup>th</sup> -69% Math: 3 <sup>rd</sup> -66%, 4 <sup>th</sup> -65%, 5 <sup>th</sup> -61%, 6 <sup>th</sup> -59%, 7 <sup>th</sup> -55%, 8 <sup>th</sup> -59%, 10 <sup>th</sup> -46%				
	Metric	Tool	Target-Goal	Benchmark
Science Test Score Achievement	HSA Science Score	HSA Science Assessment Appropriate Grade	4 <sup>th</sup> grade: 45% 8 <sup>th</sup> grade: 35% 11 <sup>th</sup> grade: 24%	*33% current *22% current
Applicable for grades 4, 8 and 11 only Measurement will start for grade 8 in SY 2017-8. Measurement will start for grade 4 and 11 in SY 2019-20. *Benchmark source: Strive HI Summary SY 2013-14 – Waipahu Grade 8 ONLY– Will use prior year to set the benchmark. State Averages by grade: 4 <sup>th</sup> -45%, 8 <sup>th</sup> -29%, 11 <sup>th</sup> -24%				

School Performance Goal Academic #2	ACT Scores			
Measure	Student's academic college and career readiness 8 <sup>th</sup> grade – ACT Explore* 9 <sup>th</sup> Grade – ACT Explore* 10 <sup>th</sup> Grade – ACT Plan* 11 <sup>th</sup> Grade – ACT			
Metric	Each grade's appropriate ACT composite test score			
Targets	100% of students achieving a "passing" score			
Rationale for Goal	College and career readiness indicators provide insight into accomplishment of standards-based curriculum and instruction on an individual, state, and national level.			
Assessment Reliability and Scoring Consistency	ACT is used across the nation and the HI DOE			
Baseline Data 1 <sup>st</sup> Year Targets	8 <sup>th</sup> grade ACT Explore – 40% (2013-14 SY) 11 <sup>th</sup> grade ACT – 27% (2013-14 SY) 50% of students achieving a "passing" score on ACT Explore* 34% of students achieving a "passing" score on ACT Source: HI DOE Strive HI Summary Report 2014 - narrative			
Attachments	ACT Scores – Additional information regarding Hawaii's transition to use ACT assessments for all students 8-11 <sup>th</sup> grade and future transition to new ACT Aspire assessment programs.			
	Metric	Tool	Target-Goal	Benchmark
ACT Test Score Achievement	ACT composite score of 19	8 <sup>th</sup> Grade ACT Explore 9 <sup>th</sup> Grade ACT Explore 10 <sup>th</sup> Grade ACT Plan 11 <sup>th</sup> Grade ACT	**TBD **TBD **TBD *34%	*40% current   *27% current
<p>Applicable for grade 8-11.  Measurement will start for grade 8<sup>th</sup> in 1<sup>st</sup> year – SY 2017-18  *Benchmark source: Strive HI Summary SY 2013-14 – Waipahu Grade 8 ONLY – Will use prior year to set the benchmark. The target goal of 34% is based on 2013 data indicating the percentage of Hawaii students with a composite score of 19 or more.  Current % of Waipahu students by grade: 8<sup>th</sup> -40% (ACT Explore) , 11<sup>th</sup> -27% (ACT)  Objective: The ACT is a college readiness assessment and measures achievement related to high school curricular— what you should have learned in high school.  to have all grades 8-10 complete ACT Aspire Assessments.</p>				

### School-Specific Performance Goal #2 – ACT Scores

The ACT consists of tests in English, mathematics, reading and science. Each exam is graded on a scale of 1-36, and a student's single composite score is the average of the four test scores. In each of the four subjects, ACT sets a college-readiness benchmark -- the minimum score needed on an ACT subject-area test to indicate a 50 percent chance of obtaining a B or higher or about a 75 percent chance of obtaining a C or higher in the corresponding credit-bearing college course. The benchmarks are set based on national level data.

Hawaii graduates who tested as juniors in the spring of 2012 posted a statewide average composite mark of 20.1. The national average composite score was 20.9.

In 2013, all Hawaii public school students in grades 8-11 were required to complete their applicable ACT test (8<sup>th</sup>-9<sup>th</sup> graders took ACT Explore, 10<sup>th</sup> graders took ACT Plan, and 11<sup>th</sup> graders took the ACT).

<b>School Performance Non Academic Goal #3</b>	<b>IMAG Practices – Decision Making Process</b>			
Measure	Student’s use of the IMAG decision making process			
Metric	Percentage of students using the IMAG decision making process.			
Targets	100% of students will employ the IMAG decision making process.			
Rationale for Goal	Incorporating an IMAG decision making process ensures students focus on identifying, understanding, and accommodating the concerns of others.			
Assessment Reliability and Scoring Consistency	Due to this type of measurement being new and subjective we can expect rater inconsistencies. Reliability and scoring consistency will not be possible until we can collaboratively evaluate rater definitions and use. This will take time and this metric and its implementation must be reviewed frequently.			
Baseline Data	Initial observations of student interactions. We suspect this baseline to be low due to this type adaptive and action oriented expectation to be rare, therefore not taught in most educational environments.			
Attachments	IMAG Behavior Standards Checklist (During curriculum review/development - convert into RUBRIC using BURK Institute Creativity Rubric as a guide)			
	Metric	Tool	Target-Goal	Benchmark
IMAG Practices	Decision Making Process	Performance Evaluation	100%	*TBD
	Solutions	Performance Evaluation	100%	
Measurement will start for all students in first SY 2017-18 *Benchmark will be determined by a pre-instruction survey				

**School-Specific Performance Goal #4 IMAG Practices – Decision Making Process  
IMAG Behavior Standards Checklist**

<b>IMAG Behavior Standards Checklist</b>			
Categories to consider across the Phases of Development- Idea to Solution Decision Making*: Problem Solving, Actions, and Solution Options			
<b>Can the student’s behaviors, during the different phases towards making a decision, be considered...</b>			
<b>Problem Solving -</b>	Definition	Yes	What were the .... Problem solving thinking observed?
Innovative	Tending to or introducing something new. A new idea, method or device		
Mindful	Conscious or aware of something		
Accepting (Acceptance)	the act of accepting something or someone		
Giving	Provide service. Impart something		

<b>Actions</b>	Definition	Yes	What were the ... actions observed?
Innovative	Tending to or introducing something new. A new idea, method or device		
Mindful	Conscious or aware of something		
Accepting (Acceptance)	the act of accepting something or someone		
Giving	Provide service. Impart something		

<b>Solution Options</b>	Definition	Yes	What .... Solution Options were being discussed/observed?
Innovative	Tending to or introducing something new. A new idea, method or device		
Mindful	Conscious or aware of something		
Accepting (Acceptance)	the act of accepting something or someone		
Giving	Provide service. Impart something		

School Performance Non-Academic Goal #4	IMAG Practices – Solution Quality			
Measure	Student’s choice of IMAG solutions			
Metric	Percentage of students creating IMAG oriented solutions			
Targets	100% of students will create IMAG oriented solutions.			
Rationale for Goal	A student’s solutions should accommodate others by employing innovation, mindfulness, acceptance and giving aspects.			
Assessment Reliability and Scoring Consistency	Due to this type of measurement being new and subjective we can expect rater inconsistencies. Reliability and scoring consistency will not be possible until we can collaboratively evaluate rater definitions and use. This will take time and this metric and its implementation must be reviewed frequently.			
Baseline Data	Initial observations of student created solutions. We suspect this baseline to be low due to this type adaptive and action oriented expectation to be rare, therefore not taught in most educational environments.			
Attachments	IMAG Standards Checklist (During curriculum review/development - convert into RUBRIC using BURK Institute Creativity Rubric as a guide)			
	Metric	Tool	Target-Goal	Benchmark
IMAG Practices	Decision Making Process	Performance Evaluation	100%	*TBD
	Solutions	Performance Evaluation	100%	
Measurement will start for all students in first SY 2017-18				
*Benchmark will be determined by a pre-instruction survey				

**School-Specific Performance Goal #5 IMAG Practices – Solution Quality  
Solution Standards Checklist**

IMAG Solution Standards Checklist			
Is the chosen solution...			
	Definition	Yes	What is... about the solution?
Innovative	Tending to or introducing something new. A new idea, method or device		
Mindful	Conscious or aware of something		
Accepting (Acceptance)	the act of accepting something or someone		
Giving	Provide service. Impart something		

Does the solution show signs of being...

	Definition	Yes	What are the signs of being...?
Innovative	Tending to or introducing something new. A new idea, method or device		
Mindful	Conscious or aware of something		
Accepting (Acceptance)	the act of accepting something or someone		
Giving	Provide service. Impart something		

<b>School Performance Non Academic Goal #5</b>	<b>High School Graduation Rate</b>			
Measure	Student's graduating from The IMAG Academy			
Metric	Percentage of seniors graduating			
Targets	100%			
Rationale for Goal	Graduation provides a measure of a student's accomplishment and signifies their readiness to enter the next stage in life.			
Assessment Reliability and Scoring Consistency	N/A This metric is used by the HI DOE			
Baseline Data	79% Source: Superintendent Annual Report 2014			
Attachments	No attachments			
	Metric	Tool	Target-Goal	Benchmark
Graduation Rate	% and # of seniors graduating	End of year report	100%	*76% current
Measurement will start in 2021-22 with the first year of graduating seniors. Will consider using Strive HI Graduation Rate of Waipahu Area Complex from SY 2020-21 as benchmark.				

<b>School Performance Non Academic Goal #6</b>	<b>Attendance – chronic absenteeism</b>			
Measure	Student's chronic absenteeism			
Metric	% and # of students absent 15 days or longer			
Targets	0%			
Rationale for Goal	Being present at school is a sign of motivation and a strong indicator of learning readiness. It can also be an indicator of parent involvement. In addition, schools using the School Family framework have seen an increase in attendance in general.			
Assessment Reliability and Scoring Consistency	N/A This metric is used by the HI DOE			
Baseline Data	10% Source: Superintendent Annual Report 2014 (average of area schools)			
Attachments	No attachments			
	Metric	Tool	Target-Goal	Benchmark
Attendance	% & # of students chronically absent	Attendance records	5%	*10%
Although this measurement is used for our elementary Strive HI readiness measure, we will start in 2017-18 with all students included in this metric. *The 10% benchmark is the average of the elementary schools in the Waipahu Area Complex. Over time, this metric may have to be separated to represent each school level.				

<b>School Performance Mission Goal #7</b>	<b>School Family Outcomes – Social &amp; Emotional State of Being</b>			
Measure	Student’s risk level of social and/or emotional behaviors BASC -2 (Behavior Assessment System for Children – Second Edition)			
Metric	Percentage & number of students receiving a normal risk score			
Targets	An increase in the % of students with scores indicating normal risk of behavioral and emotional problems Level of Risk: Scores 20 to 60 – Normal, 61-70 – Elevated, 71 or higher – Extremely Elevated			
Rationale for Goal	Research supports a strong link between behavior/emotions and academic performance.			
Assessment Reliability and Scoring Consistency	BASC – 2 is a formalized and readily acceptable tool			
Baseline Data	In order to establish a baseline, the BASC-2 scales will be initiated in SY 2016-17 to all grades (K,7 and 8) at the end of the 1 <sup>st</sup> quarter*. *Teacher scales require a teacher relationship with the child before observations/reporting can be considered acceptable.			
Attachments	BASC-2 Overview of scales available			
	<b>Metric</b>	<b>Tool</b>	<b>Target-Goal</b>	<b>Benchmark</b>
School Family	% & # of students at risk for social/emotional problems	BASC - 2	20%	*50%
Measurement will start in 2017-18 with all students included within this metric. The benchmark is high due to our level of social and economic disadvantage families within the area. This expectation is one of the main reasons for the implementation of the School Family framework across the entire campus.				
	<b>Metric</b>	<b>Tool</b>	<b>Target-Goal</b>	<b>Benchmark</b>
College – Career College going	% of graduates going to college or technical school	End of year survey	100% (total of all choices)	*53% current
College - Career Employment	% of graduates choosing employment	End of year survey	TBD	*Will need to research
College - Career Business Ownership	% of graduates in Business Ownership	End of year survey	TBD	*Will need to research
Measurement will start in 2021-22 with the first year of graduating seniors. Will plan to use Strive HI College Going Rate of Waipahu Area Complex from SY 2019-20 as benchmark. 100% Represents all choices a student has – college, employment and business ownership. *Benchmark and target will have to be determined. Review of currently collected data regarding after-graduation plans to include employment and business ownership vs college is not believed to be collected.				

Notes: 1. Most social/emotional assessment measures concentrate on identifying problems with the focus on providing interventions, to include the BASC – 2. Therefore another way to assess our student’s sense of trust-belonging, and value within their environment will continue to be investigated. Schools using the School Family framework have seen a decrease in referrals, increase in attendance, and increase in state assessment scores.

2. Those identified as elevated and extremely elevated risk will be referred into a three step intervention process.

### **School-Specific Performance Goal #3 School Family Outcomes**

The Behavior Assessment System for Children – Second Edition (BASC – 2) is a tool used to measure the social and emotional well-being of a person. It is a multi-dimensional approach that presents a balance perspective.

The BASC–2 provides the most comprehensive rating scales available.

- The BASC–2 was constructed using both an empirical and theoretical approach.
- It is respected for its developmental sensitivity, differentiating between behaviors of children and adolescents.
- The BASC–2 provides both combined-sex and separate-sex norms.

School psychologists, clinicians, and other professionals can use the BASC–2 system to help:

- Evaluate and address behavioral and emotional issues that may impede an individual's ability to thrive in home and school environments
- Meet guidelines for identifying strengths and weaknesses and diagnostic testing a differentiated instruction and progress monitoring
- Differentiate between hyperactivity and attention problems with one efficient instrument
- Monitor treatment interventions and outcomes

The BASC–2 system offers these key features:

- Broad content coverage that assesses both behavioral strengths and weaknesses
- Complementary components that help professionals compare information from multiple sources and achieve reliable, accurate diagnoses
- Validity indexes to help clinicians detect careless or untruthful responding, misunderstanding, or other threats to response validity
- Strong psychometric properties
- Test items that are easy to respond to and that result in easily interpretable scales
- Test items that are written at a low reading level, with audio CD recordings available for individuals with reading difficulties

The BASC–2's system components help to evaluate the child's behavior from Teacher, Parent, and Self perspectives therefore providing a more balanced picture.

The scores indicate a risk level for behavioral and emotional Problems

- 20 to 60: “Normal” level of risk
- 61 to 70: “Elevated” level of risk
- 71 or higher: Extremely Elevated level of risk

Source: [http://pearsonassess.ca/haiweb/Cultures/en-CA/Products/Product+Detail.htm?CS\\_ProductID=BASC-2&CS\\_Category=psychological-behaviour&CS\\_Catalog=TPC-CACatalog](http://pearsonassess.ca/haiweb/Cultures/en-CA/Products/Product+Detail.htm?CS_ProductID=BASC-2&CS_Category=psychological-behaviour&CS_Catalog=TPC-CACatalog)

School Performance Mission Goal #8	College - Career Choices			
Measure	Student's choice for higher education, employment or business ownership			
Metric	Aggregate % of graduates			
Targets	100% of students are in college, working or started a businesses			
Rationale for Goal	Helping students become a productive citizen is part of our mission and indicates if we have provided our students with a continuum of experiences to aid them in their choices.			
Assessment Reliability and Scoring Consistency	College going rates are being collected by HI DOE. Currently, data is not being collected to confirm graduates are employed or owning their own business.			
Baseline Data	College going rate: 53% Source: Strive HI summary report 2014 Employed: TBD Business ownership: TBD			
Attachments	No attachments			
	Metric	Tool	Target-Goal	Benchmark
College – Career College going	% of graduates going to college or technical school	End of year survey	100% (total of all choices)	*53% current
College - Career Employment	% of graduates choosing employment	End of year survey	TBD	*Will need to research
College - Career Business Ownership	% of graduates in Business Ownership	End of year survey	TBD	*Will need to research
<p>Measurement will start in 2021-22 with the first year of graduating seniors. Will plan to use Strive HI College Going Rate of Waipahu Area Complex from SY 2019-20 as benchmark.  100% Represents all choices a student has – college, employment and business ownership.  *Benchmark and target will have to be determined. Review of currently collected data regarding after-graduation plans to include employment and business ownership vs college is not believed to be collected.</p>				

School Level Metrics ONLY – Goals 1-8  
By Grade and Type

Grade	1-SMARTER Balance	1a-HSA Sci	2-ACT	3-Decion Making	4- Solutions	5-Grad Rate	6- Attend	7-Social Emotional	8-Post HS
K				I & S	I & S		x	x	
1				I & S	I & S		x	New students	
2				I & S	I & S		x	New students	
3	S			I & S	I & S		x	New students	
4	S	I & S		I & S	I & S		x	New students	
5	S			I & S	I & S		x	New students	
6	S			I & S	I & S		x	New students	
7	S			I & S	I & S		x	x	
8	S	I & S	S	I & S	I & S		x	x	
9	S		S	I & S	I & S		x	New students	
10	S	I & S	S	I & S	I & S		x	New students	
11			S	I & S	I & S		x	New students	
12				I & S	I & S	x	x	New students	x

I = Interim/Benchmark

F = Formative (used to inform instruction)

S = Summative/Benchmark

X = Documentation of Behavior (Non-Academic Formative)

Note: Although classroom teachers will use these to inform their decisions, their grade level and classroom specific assessments are not included within these documents/tables.

Assessment Timing by Grade and Tool – Table 1 (ELA, Math & ACT)

Grade	ELA –	Math	ACT
K			
1			
2			
3	Summative – Smarter Balance – 4 <sup>th</sup> Quarter	Summative – Smarter Balance – 4 <sup>th</sup> Quarter	
4	Summative – Smarter Balance – 4 <sup>th</sup> Quarter	Summative – Smarter Balance – 4 <sup>th</sup> Quarter	
5	Summative – Smarter Balance – 4 <sup>th</sup> Quarter	Summative – Smarter Balance – 4 <sup>th</sup> Quarter	
6	Summative – Smarter Balance – 4 <sup>th</sup> Quarter	Summative – Smarter Balance – 4 <sup>th</sup> Quarter	
7			
8	Summative – Smarter Balance – 4 <sup>th</sup> Quarter	Summative – Smarter Balance – 4 <sup>th</sup> Quarter	Summative – ACT Explore – Early 4 <sup>th</sup> Quarter
9			Summative – ACT Explore – Early 4 <sup>th</sup> Quarter
10	Summative – Smarter Balance – 4 <sup>th</sup> Quarter	Summative – Smarter Balance – 4 <sup>th</sup> Quarter	Summative – ACT Plan – Early 4 <sup>th</sup> Quarter
11			Summative – ACT – Early 4 <sup>th</sup> Quarter
12			

Assessment Timing by Grade and Tool – Table 2 (Attendance, Graduation Rate, Post High School Choices)

Grade	Attendance	Post High School Choices	Graduation Rate
K - 12	Daily Reports Monthly Interim Reports		
12		Summative – Survey – Late 4 <sup>th</sup> Quarter	Summative – Report – End of Year

Assessment Timing by Grade and Tool – Table 3 (Science, DM/Solution, Social/Emotional)

Grade	Science	DM/Solution	Social/Emotional
K		Interim – Evaluation Rubric/1-3 Quarters Summative – Evaluation Rubric/ 4 <sup>th</sup> Quarter	Interim - BASC -2 –Early 2 <sup>nd</sup> Quarter
1		Interim – Evaluation Rubric/1-3 Quarters Summative – Evaluation Rubric/ 4 <sup>th</sup> Quarter	*
2		Interim – Evaluation Rubric/1-3 Quarters Summative – Evaluation Rubric/ 4 <sup>th</sup> Quarter	*
3		Interim – Evaluation Rubric/1-3 Quarters Summative – Evaluation Rubric/ 4 <sup>th</sup> Quarter	*
4	Summative – Smarter Balance – 4 <sup>th</sup> Quarter	Interim – Evaluation Rubric/1-3 Quarters Summative – Evaluation Rubric/ 4 <sup>th</sup> Quarter	*
5		Interim – Evaluation Rubric/1-3 Quarters Summative – Evaluation Rubric/ 4 <sup>th</sup> Quarter	*
6		Interim – Evaluation Rubric/1-3 Quarters Summative – Evaluation Rubric/ 4 <sup>th</sup> Quarter	*
7		Interim – Evaluation Rubric/1-3 Quarters Summative – Evaluation Rubric/ 4 <sup>th</sup> Quarter	*1 <sup>st</sup> SY - Interim - BASC -2 –Early 2 <sup>nd</sup> Quarter
8	Summative – Smarter Balance – 4 <sup>th</sup> Quarter	Interim – Evaluation Rubric/1-3 Quarters Summative – Evaluation Rubric/ 4 <sup>th</sup> Quarter	*1 <sup>st</sup> SY - Interim - BASC -2 –Early 2 <sup>nd</sup> Quarter
9		Interim – Evaluation Rubric/1-3 Quarters Summative – Evaluation Rubric/ 4 <sup>th</sup> Quarter	*
10	Summative – Smarter Balance – 4 <sup>th</sup> Quarter	Interim – Evaluation Rubric/1-3 Quarters Summative – Evaluation Rubric/ 4 <sup>th</sup> Quarter	*
11		Interim – Evaluation Rubric/1-3 Quarters Summative – Evaluation Rubric/ 4 <sup>th</sup> Quarter	*
12		Interim – Evaluation Rubric/1-3 Quarters Summative – Evaluation Rubric/ 4 <sup>th</sup> Quarter	*

### Assessment Tool Inventory

	<b>Assessment</b>	<b>Type</b>	<b>Grade(s) tested</b>	<b>Course(s) or Subjects</b>	<b>Intended purpose(s)</b>	<b>Intended use(s)</b>	<b>Primary Users of assessment</b>
1	Smarter Balance - ELA	Summative	3-8, 11	Literacy, Reading Writing	Academic achievement	CCR ELA Mastery Level	State, Admin, Teachers
2	Smarter Balance - Math	Summative	3-8, 11	Operations Practices	Academic achievement	CCR Math Mastery Level	State, Admin, Teachers
3	ACT	CCR	8-11	English, Reading, Math, Science	College Readiness		State, Admin, Teachers, Counselors
4	SAT	CCR	11	Reading Math, Writing	College Readiness	College Readiness- Application Required	State, Admin, Teachers, Counselors
5	PSAT	CCR	10	Reading Math, Writing	College Readiness	College Readiness	State, Admin, Teachers, Counselors
6	NAEP		4, 8, 12	Reading, Math, Science, Writing	Subject Knowledge	Subject Knowledge	State, Admin, Teachers, Counselors
7	DRA	Benchmark Informative	K-3	Reading	Reading level Comprehension	Inform instruction Monitor student skills	Teachers, Admin Counselors
8	STAR ELA	Benchmark Diagnostic Summative	2-8	Reading/ELA	Reading level Comprehension Lexile	Inform instruction	Teachers, Admin Counselors
9	STAR Math	Benchmark Diagnostic Summative	2-8	Math	Proficiency Fluency	Inform instruction	Teachers, Admin Counselors
10	STAR Early Literacy		K	ELA Literacy	Literacy skills	Inform instruction	Teachers, Admin Counselors
11	DIBELS	Informative Diagnostic	K-5	ELA	Literacy skills	Inform instruction Monitor student skills	Teachers, Admin Counselors
12	Mid-Term/Final Subject Exams	Benchmark Summative	9-12	Appropriate Subject Areas	Subject Knowledge	Inform instruction Award Course Credit	Teachers, Admin, Counselors

13	EOC – Exams	Summative	9-12	Biology (mandatory) Algebra I & II US History	Subject Knowledge	Assess Student Knowledge Award Course Credit	Teachers, Admin, Counselors
14	Grade Level Assessments Multiple subjects	Formative	K-12	Vocabulary, Math Writing Reading Comp	Performance towards standards	Inform instruction	Teachers
15	Grade Level Assessments-ELA	Formative	K-5	Phonics Fluency	Performance standards	Inform instruction	Teachers
16	Curriculum-based Assessments	Formative	K-12	Multiple Subjects	Unit subject knowledge	Inform instruction Award grade/credit	Teachers
17	Teacher created Assessments	Formative	K-12	Multiple Subjects	Unit subject knowledge	Inform instruction Award grade/credit	Teachers
18	Rubrics – Product & Performance	Formative Summative	K-12	Multiple Subjects	Work quality	Inform instruction Monitor student skills	Teachers
19	HSA	Summative	4, 8	Science	Academic achievement	Science Mastery Level	State, Admin, Teachers
20	HSA-Alt	Summative	3-8, 11 4,8,11	ELA and Math Science	Academic achievement	ELA/Math Mastery Level	State, Admin, Teachers
21	WIDA-ACCESS (W-APT) - ELL	Diagnostic Placement	K-12	Speaking, Listening Reading, Writing	Screen for placement	Identify appropriate assistance	Teachers, Admin, Parents
22	ACCESSELL -ELL	ELL Proficiency	K-12	Speaking, Listening Reading, Writing	English proficiency	Monitor/Assess proficiency (Annual)	Teachers, Admin, Parents
23	ACCESS-ALT -ELL Special Needs	ELL Proficiency	K-12	Speaking, Listening Reading, Writing	English proficiency	Monitor/Assess proficiency (Annual)	Teachers, Admin, Parents
24	Student Feedback Teacher/Student Student/Student Self Reflection	Formative	K-12	All subjects	Personal Growth	Inform Learning	Students, Teachers

Notes: Our 1<sup>st</sup> hires will continue to survey other assessment tools, determine our IF/Then procedures and incorporate more details into our RTII process. We also need to determine the frequency use within the school schedule for some of the identified tools.

CCR-College and Career Readiness  
DRA-Developmental Reading Assessment  
GLA-Grade Level Assessments  
EOC-End of Course

HSA-Hawaii State Assessment  
HSA Alt-Hawaii State Assessment – Alternative (for students with cognitive disabilities)  
ACCESS – Assessing Comprehension and Communication in English State-to-State

We have given you more details of our financial management metrics. We have found these ratios and metrics to provide us with more actionable decisions. As we look forward to working with one of our first hires, a business manager, we will continue to work these details to ensure they will reflect the commission’s requirements.

Our organizational performance measurements will also be reviewed as planned and identified within our application.

<b>Financial Management Metrics – Ratios Details</b>				
		<b>Meets</b>	<b>Does Not Meet</b>	<b>Falls Far Below</b>
<b>Near Term Indicators</b>				
1	Current Ratio	1 of 2 Options <ul style="list-style-type: none"> <li>Greater than 1.1</li> <li>Positive trend &amp; btwn 1.0 &amp; 1.1</li> </ul> Note: For schools in their first year of operations, the current ratio must be greater than 1.1.	Does not meet passing options	Less than 0.9
2	Enrollment Variance	<ul style="list-style-type: none"> <li>Actual meets or exceeds planned enrollment</li> </ul> Note: For schools open less than three years, actual enrollment must equal or exceed 95 percent of planned enrollment for each year of operation.	Does not meet passing options	Less than 80% of planned
3	Unrestricted Days Cash	<ul style="list-style-type: none"> <li>60 days cash, OR</li> <li>Between 30 and 60 days cash and one-year trend is positive</li> </ul> Note: For schools open less than three years, they must have a minimum of 30 days cash.	Days cash and trend do not match passing options	Less than 10 days cash
4	Default	<ul style="list-style-type: none"> <li>School is not in default of loan covenant(s) and/or</li> <li>Is not delinquent with debt service payments.</li> </ul>	Does not meet passing options	School is in default of loan covenant(s) and/or is delinquent with debt service payments.

**Source: Delaware Department of Education – Charter Performance Framework**

Sustainability Indicators				
1	Total Margin	<ul style="list-style-type: none"> <li>• Aggregated three-year total margin is positive and the most recent year total margin is positive, OR</li> <li>• Aggregated three-year total margin is greater than -1.5 percent and the trend is positive for the last two years and the most recent year total margin is positive.</li> </ul>	Does not meet passing options	<ul style="list-style-type: none"> <li>• Aggregated three-year total margin is less than -1.5 percent. Note, this is calculation is: (Total 3 year net income) / (Total 3 year revenues), OR</li> <li>• Current year total margin is less than -10 percent.</li> </ul>
2	Debt to Asset	<ul style="list-style-type: none"> <li>• Debt to Asset Ratio is less than 0.90.</li> </ul>	Debt to Asset Ratio is greater than 0.90.	Debt to Asset Ratio is greater than 1.0.
3	Cash Flow	<ul style="list-style-type: none"> <li>• Three-year cumulative cash flow is positive and cash flow is positive each year, OR</li> <li>• Three-year cumulative cash flow is positive, cash flow is positive in two of three years, and cash flow in the most recent year is positive.</li> </ul>	Three-year cumulative cash flow is positive, but does not meet standard.	Three year cumulative cash flow is negative.
4	Debt Service Coverage	Debt Service Coverage Ratio is equal to or exceeds 1.10.	Debt Service Coverage Ratio is less than 1.10.	Not applicable

Source: Delaware Department of Education – Charter Performance Framework