



IV. Initial Proposal Amendment

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Academic Plan Design & Capacity Amendments (2,500 word limit)

The applicant has the option to provide minor amendments to the academic plan submitted in its Initial Proposal. If amendments are made, cite each subsection within the Initial Proposal that each amendment is changing (e.g., Section III.A.1). Wholesale revisions of the Initial Proposal will not be permitted. Word limits may be increased if deemed necessary; contact Kenyon Tam at kenyon.tam@spcsc.hawaii.gov for more information.

If the applicant does not intend to make amendments to the Initial Proposal for the purposes of the Final Application, simply respond "No amendments."

III.B.a-Curriculum Design - Add/Clarification

Project Based Learning (PBL) is at the core of our curriculum design. Integrating projects with challenging curriculum to our student's personal interest and community needs ensures learning has an educational purpose while providing deeper learning relevant to the real world. At The IMAG Academy, PBL comes alive through two of three elements of our instructional framework; Mastery of the Hawaii Common Core Standards and the critical adaptation of traditional subject area knowledge and skills through semester-long community-centered projects.

PBL also helps operationalize our School Family's social-emotional and communication development, the third element of our instructional framework. Project activities/events apply its structures, routines, and rituals providing some of the foundational elements to building trusting relationships at all organizational levels, therefore enhancing our school-wide culture of leadership, mentorship, collaboration and IMAG decision-making.

Our design includes the eight essential elements of meaningful and academically purposeful projects as identified by the Buck Institute of Education.

Each semester our students will spend the first five days focused on learning about a community 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. Examples of these innovations are organizational brochures, websites, marketing plans, 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. Their growing knowledge and skills provide them with a more confident and supported voice to share what they find important.

Our daily schedule is filled with extended blocks of traditional subjects like math, social studies, and history allowing students time to engage in experiential learning activities to help them to adapt their knowledge and skills to the real world.

Our afternoon project time integrates academic subjects with solving real-world concerns, enhancing their 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 partnership opportunities and passions are uncovered by our new community-aware citizens.

III.B.a-Curriculum Design - Add/Clarification

The Rigor/Relevance Framework is used as a barometer to ensure our curriculum content, instructional strategies and project activities have reached the rigor and relevance we are striving to achieve. The information within the initial proposal was meant to provide a brief description of the framework.

III.B.2-Goals and Metrics

Attachment E highlights our targets, benchmarks and other pertinent notes. Financial and organizational goals will be discussed in other sections of the final proposal.

III.B.3-Assessment Plan-and Attachment E - Replace and Correct

Replace mention of the HSA ELA and Math testing to the Smarter Balanced Assessment for ELA and Math. In addition, our suggested use of three times a year for the HSA tool will not be possible with the new assessment due to the time requirement to conduct. We will only use this assessment during the 4th quarter.

III.C.1 and Attachment H - Annual Schedule/Calendar - Replace

Student School Information:

- Total student minutes for each full week: 1800 minutes*
- Total student days: 180 days*
- Total student hours in year: 1080 hours*

* Statutory Act 167/52 to take effect SY 2016-17

Proposed School year: Aug 1, 2016 to May 26, 2017

- No School State Observed Holidays: 9 days
- No School -Teacher Institute: 1 day

Proposed Vacation/Break Dates-Estimated-to be based on HI DOE calendar

- Fall Break: October 10-14, 2016
- Winter Break: December 19, 2016 - January 6, 2017
- Spring Break: March 20-24, 2017

1st Semester: August 1-December 16, 2016 (89 instructional days)

Quarter 1: August 1-Oct 7 (48 Instructional Days)

No School (2):

- 19 Aug-Statehood
- 5 Sept-Labor Day

Quarter 2: October 18-December 16 (41 Instructional Days)

No School (4):

- (TBD): Teacher Institute Day
- 11 Nov-Veterans Day
- 24-25 Nov-Thanksgiving

2nd Semester: January 9-May 26, 2017 (91 instructional days)

Quarter 3: January 9-March 17 (48 Instructional Days)

No School (2):

- 16 Jan-Martin Luther King
- 20 Feb-Presidents Day

Quarter 4: March 28-May 26 (43 Instructional Days)

No School (2):

- 27 Mar-Prince Kuhio Day
- 14 Apr-Good Friday

Teacher Work Information

Proposed Total work days: 195 days**

- Proposed Teacher Work year: July 18, 2016 – May 31, 2017
- No School – State Observed Holidays: 10 days
- Teacher work days – no students: 15 days

Proposed Teacher Work Dates

- School Orientation/Professional Development: July 18 – 29, 2016**
- Teacher Institute (TBD): 1 day
- Professional Development: January 5 – 6, 2017**
- Professional Development: May 30 – 31, 2017

(**Pending supplemental agreement approval)

III.C.2-Day & Week Schedule – Correct/Add

Correct-School hours: 8:30am-3:30pm, lunch is reduced by 5 minutes to maintain 1800 instructional minutes/week. Discussion with union and DES staff will be required once HI DOE has determined how to resolve the conflicts between the statutory requirement of Act 167/Act 52 and teacher’s work rules.

Our schedule supports our mastery of CCSS and project based learning. As important, time to communicate, collaborate, and support each other is hardwired into the schedule enhancing our ability to maintain our culture. The schedule allows for 65 or 75 minutes of teacher planning each day.

Academic Subjects: During our mornings, long blocks of learning (75 minutes) allow time for deeper explorations into subject areas, collaboration and hands-on activities. It affords teachers more extensive time for teacher planning and grade and subject level collaboration.

Community Project: Four days a week, our community project blocks (115 minutes) enable a variety of instructional strategies to be used facilitating collaboration amongst all members. These blocks provide flexibility for a variety of opportunities such as individual research, project and product development, specialized tutorials or lectures, community field trips, guest speakers and meetings.

III.C.3-Staff Structure and Staffing Chart Template (Atch-J)- Delete/Correct/Add

Delete - Paragraph/Lines starting with DS through DS=Direct Support

Staffing Chart-Atch-J - Correct

The following changes to our staffing numbers have been made to better accommodate our academic and organizational needs.

In addition, although our staffing template (Atch-J) listed it correctly, we found an incorrect salary amount in our spreadsheet's "cell key" for the project coordinator's salary, therefore the "Total Salary" line in Atch-J is corrected below. Our budget narrative (Atch-NN) provides a table of these changes.

- Business manager - year1-3: increased from 0 to .5, .5, and 1 FTE respectively
- Counselor-year1: increased from 0 to 1 FTE
- Staff Assistant-year2: decreased from 1 to .5 FTE
- Account Clerk-year3: decreased from 1 to .5 FTE
- IT Support-year2: decreased from 1 to .5 FTE

- Total FTE line:

- o Year2: decrease from 38 to 37.5 FTEs

- o Year3: increase from 52 to 52.5 FTEs

- Corrected Salary Totals (Atch-J)

- o Year1: \$1,292,652

- o Year2: \$1,897,360

- o Year3: \$2,655,058

- o Year4: \$3,308,911

- o Year5: \$3,868,603

- o Capacity: \$4,375,483

General Comment - Add

Our staffing decisions represent the three areas of our school; learning community, teaching environment and school organization. Although we understand how each area influences the other, our description in this section is divided into these areas to help better understand where each position may be focused.

"2. Teaching Community - Social Workers" - Add/Clarification

Add - This position item serves as a strong reminder to work diligently with the DES to provide social worker and/or other related professional services.

"Assistant Director" - Replace with Business Manager

Comment - The roles and responsibilities of a Business Manager best describes our school needs. The staffing template reflects the correct title and salary.

Leadership Relationship - Add

We believe our staffing numbers provides the supportive environment necessary for our culture, vision, mission and values to be realized. As important, it was built to facilitate collaboration and decision making through teacher planning time, grade-level assistants, weekly staff development, instructional mentorship, and observational evaluation. Respectful and effective communication structures fostering relationship building is encased within our School Family construct. In addition, there are formalized structures to ensure positive relationships between all levels of our staff; FORE teams and Advisory Groups. Both create informal and formal communication venues to be used amongst all members of the school.

III.D.1-School Culture - Add

A school's culture must not be dependent upon only one person's personality, style or individual management practices. It must be ingrained within the school's structures, policies and processes. Therefore, our IMAG and family driven choices are engrained in our instructional framework, organizational structures, strategies, practices, metrics, and policies. It ensures we continue to create, implement and maintain our chosen culture. As a result each member will feel a sense of belonging, value and ownership and will take part in the activities and opportunities of leadership, mentorship, collaboration, and decision making.

Due to these core organizational decisions all stakeholders are consumers and contributors to creating, implementing, and maintaining our culture.

Here are examples of how our culture is created, implemented and maintained.

School Practices

1. A student's Performance Achievement Report is a result of collaboration between student and teacher. It includes individualized achievement plans and student/teacher agreed upon targeted achievements. Plans are shared with parents during student/parent conferences.
2. Our projects and community time provide a multitude of natural and composed opportunities for IMAG leadership, mentorship, collaboration, and decision making. Student project presentations provide a sense of ownership and evidence of ongoing peer, teacher and partner collaboration, mentorship, and leadership.
3. IMAG behavior and solution standards provide guidance on problem solving, action taking, solution options and choices.
4. Staffing Structure - Collegiality, collaboration and mentorship opportunities amongst grade-level teachers was a major reason for the decision to have three classes per grade.
5. Student -Parent Interactive Program: This provides activities and events to engage students and parents in a relationship building opportunity. For example our "take home" backpack kits are filled with fun activities (games, puzzles, searches, conversation triggers, etc) tied to academics and a chance for students and parents to engage.
6. Our daily schedule provides for long blocks of time for engaging, hands-on and collaborative activities.
7. Our Wednesday morning meeting is dedicated time to collaborate.

The School Family

This school-wide framework teaches respectful communication and relationship building amongst all school members. The language, structures, rituals, and routines provide a common language, building a sense of belonging, self-value and ownership. In turn each member feels supported and acts to support others.

III.F.1-Special Populations - Add

The IMAG Academy follows a full inclusion model that results in a comprehensive student services model of four levels.

Level 1 - Classroom Instruction and Project Facilitation - Our teachers will use individualized performance achievement reports and differentiated instructional strategies to engage all students in their learning. A teacher's initial and on-going formative assessments and student collaborations create an individualized achievement goal and learning (I-AGL) plan and is used to guide each student's learning targets.

Level 2 - Targeted Grade and School Level Interventions - Additional focused interventions would be employed within the classroom 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 and/or after-school academic support programs and our FORE Team are available options.

Level 3 - Community Program Enrollment - Community sponsored, on-campus programs may provide additional after-school support.

Level 4 - DOE Specialized Services -Special services provided by the appropriate departments of the Hawaii DOE determined by the appropriate and legal referrals and resulting evaluations. Interventions would include 504 services, English Language Learner programs, and special education services.

III.F.3-Special Populations - Add

Our School Family structures, project-based practices, and staffing structure enhances our strategies for all students in all special populations. Hands-on learning, differentiated lessons, one-on-one and small group collaborations are some of the common strategies used. In addition to teacher-focused resources, the following school-wide programs may be especially helpful for those performing under grade-level.

Student Tutoring and Reading Programs-Through 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.

III.F.4-Special Populations - Add

Project experiences will provide all students with the opportunities to lead, mentor, collaborate, and to find and develop creative solutions. In addition, our gifted and talented students and others showing potential for additional responsibility will have ample opportunities to excel as leaders and managers of projects and grade or school level programs (ie student tutoring and reading programs). These student programs would be guided by our student/parent coordinator and in collaboration with classroom and resource teachers. These opportunities would be captured within their individualized plans. A FORE team may also be called together to provide additional opportunities.

III.G.1 and 2-Academic Capacity - Add

- Current members of the founding board are Hanlan Bowler, Sheila Buyukacar, Cheryl Cudiamat, Joseph Evans, Keoni Inciong, and Martha Nahale. Resumes are in Attachment X.

Hanlan Bowler

- Master's in Education, Certificated Educator in Hawaii (since 2011)- Science and Health
- Certificated Educator in California (since 1999) - Chemistry, General Sciences, and Health Sciences
- Science educator since 1997. Held project based teaching and resource positions in all school levels; primary, middle, and high school.
- Expertise: Project-based curriculum, classroom educator

Sheila Buyukacar

- Master's in Education - Educational Administration - 29 credits (UH, Manoa)
- Master's in Education - Curriculum and Instruction (2013)
- Bachelor and Master's in Business Administration (1984/1996)
- Retired USAF officer
- Founder/owner of a leadership training company; Focused Reality
- Founder/owner of Information Technology Consulting firm; Organizational Logic
- Created and taught project-based, community-centered curriculum; DreamSmart
- Created project-based, community-centered program during 2009 Furloughs; Friday Connections
- Expertise: Organizational development, educational best practices

Cheryl Cudiamat

- Bachelor and MBA in Business Administration
- CEO of Structural Builders, Inc
- Director of Keiki Care Center of Hawaii
- Expertise: Marketing and human resource/operations management

Joseph Evans

- Bachelor in Marketing/Finance and MBA in Business Administration
- Senior -Level Financial Manager and Consultant
- In-depth experience in public charter schools in Hawai'i, non-profit organizations, banking and investments
- Expertise: Finance, Accounting, Budgeting, Strategic Planning and Organizational Management

Keoni Inciong

- Master's in Educational Administration
- Bachelor and Professional Diploma in Hawaiian Language
- Administrator, educational specialist and school level educator with the Hawai'i DOE - 30 years at all levels of our educational system
- Experience with working with communities through difficult and controversial issues
- Expertise: Place-based learning, curriculum development and HI DOE policies and procedures

Martha Nahale

- Contracts and Accommodation Coordinator at Aloha Airlines
- Administrative Director at Pacific Gateway
- Expertise: Contracts negotiation and execution and resource management

Our advisors, Pono Shim and Tom Mitrano, will continue to help us in recruiting members for our founding and governing

board throughout the application and startup.