

II. School Overview

Created Wednesday, November 26, 2014

Updated Monday, December 01, 2014

A. Executive Summary

Evaluation Criteria Note: The School Overview section is not separately rated by evaluators. However, the Evaluation Team will consider each section of the application to assess its alignment with the statements in the School Overview section, as it provides the foundation for the entire application.

A. Executive Summary

The Executive Summary should provide a concise summary of the following elements:

1. Mission. A mission describes the fundamental purpose of the school. The proposed school's mission statement should:

Describe the core school design components, what the proposed school will accomplish in concrete terms, and what methods it will use;

Be attainable and consistent with high academic standards;

Reflect the key values that teachers, administrators, and students know and support;

Be concise and clearly describe the proposed school's purpose for the entire school community, external stakeholders, and individuals who may not be familiar with the proposed school; and

Be able to operationalize and guide the work and school culture.

The IMAG Academy will be a school with high social and academic expectations. Community centered projects ensures our students experience how their knowledge and skills bring life to their surroundings, triggering their innate curiosity and creativity regardless of socioeconomic background or language challenges.

A family environment of acceptance and support will uncover their strengths and potential, one student at a time. Each student will have an Individual –Achievement Goals and Learning (I-AGLs) plan, enabling all stakeholders to collect the evidence and celebrate their accomplishments and mastery, freeing their confidence and value within themselves to excel academically and within their community.

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

The IMAG Academy will provide a positive view of the world as we give our students and staff the permission to dream, environment to thrive, confidence to succeed, skills to act and the expectation to create a collaborative and peace-filled society.

Our students will be creators of innovative, mindful, and creative solutions to unpredictable situations as they transfer, adapt, and act upon their thinking, knowledge and skills obtained through The Academy's high expectations and rigorous academic standards.

Our student's will have a deep understanding that everyone and everything is connected and that innovation, collaboration, and mindfulness are pillars to sustainable and successful communities. They will excel in their social and academic abilities and they will be well-prepared and confident to make important decisions and succeed throughout their life; college, career or business ownership.

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

Waipahu spans across six square miles from Leeward Community College to the entrance of Ewa. Although our exact location is not known at this time, we are hoping to locate our school in the area of the Filipino Community Center and the YMCA. This affords us the opportunity to partner with these centers for possible cafeteria services, auditorium and classroom space, and athletic and fitness activities.

In addition, this area also provides a number of other leasing opportunities to be creative with our initial space and facility requirements, as well as our growth over time. Lease rents in this area are also much lower and their spaces much larger in comparison to other business locations in the Waipahu zip code.

In addition, this area provides easy access from both Waipahu Street and Farrington Highway. It would also be located in the middle of two of the largest elementary schools, hopefully providing relief to their campuses.

4. Anticipated Student Population. Briefly describe the anticipated student population, including, the geographic area(s) that the proposed school plans to serve, students' anticipated educational needs, and the non-academic challenges the proposed school is likely to encounter.

Our student population will provide us with both academic and social and emotional challenges. As educators serving within this community, we have found our students to be respectful, pleasant, and willing to go the extra mile when an engaging learning environment is created. Family and friends are central to these students' lives and can play a critical role in their level of success. School pride and a sense of belonging are important.

Of the 9387 students enrolled in Waipahu public schools, 5510 of them qualify for free and reduced lunch suggesting a 59% FRL. But as we honed into our prospective location between August Ahrens and Waipahu Elementary, we found we should expect approximately 70% of our elementary, and 59% of our intermediate and high school students will qualify for free and reduced lunch, about 6% would require SPED services, and 27% elementary and 15% of intermediate and high school students will not consider English as their first language. In addition we believe the majority of the students will be Filipino (60+%) with a number of other culturally diverse and strong ethnic groups being represented, such as Native Hawaiian, Micronesian, and Samoan. The percentage of students having attended preschool will be approximately 30-40%. Hawaii State Assessment (HSA) test score percentages of children meeting standards vary widely depending on the school a child is currently attending. Therefore, it would be safe to estimate 50-60% of the students to initially score below the state's established targets.

In summary, the socioeconomic demographics of the area highlights a high percentage of the students qualify for the free and reduced lunch program and are English Language Learners. Our diverse student body also points to the importance for a positive school culture that provides a safe and nurturing social and learning environment for all students.

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

Our assessment of demand for an alternative educational choice in the Waipahu complex has stemmed from observations, discussions, and soliciting community support.

As a Masters candidate in the UH College of Education, our school director participated in countless classroom and personal discussions about the state of our public education system. Over the course of three years she researched and listened to college professors, HI DOE educators, administrators, and counselors knowledgeable of and in the Waipahu and leeward areas. They discussed the frustrations of teacher support and mentorship, problems of large campuses, high levels of socioeconomic disadvantaged families, and the need for more hands on, engaging instructional methods. She also experienced a number of different campuses and classrooms as a substitute teacher in the Waipahu/Pearl City complex. Her experience as a long term substitute where she spent one-on-one time interacting with over 130 students. She found them excited and eager to learn. They enjoyed the hands-on activities and the opportunity to talk and discuss their ideas. Although she realizes the support system for substitute teachers are different from regular faculty, her experiences reassured her discussions and academic research about the importance of positive school culture, mindful organizational policies along with teacher support and mentorship programs. She experienced how it negatively hindered her effectiveness as a teacher. She concluded these to be essential to a better teaching community and a student's learning environment.

We have conducted the following activities in order to solicit community support.

1. Personal visits to the offices of area government representatives.
2. Participated in a sign-waving and survey at the local post office.
3. Provided information at the Pearl City and Waipahu local neighborhood meetings
4. Personal discussions with Leeward District Educational Specialists
5. Exhibited at the Waipahu Community Association's "Taste of Waipahu" annual event
6. Conduct an email "awareness" blitz

6. Contribution to Public Education System. Describe any anticipated contribution the proposed school would make to Hawaii's public education system as a whole. Examples could include things like adding school capacity where existing schools are already at or nearing capacity, serving student populations that the existing system has had challenges serving or is not serving, meeting a particular curricular or instructional need or challenge in a way that has system-wide benefits, and forming partnerships or feeder-school relationships with existing public schools. Where the proposed school would model innovation in ways valuable to the system as a whole, describe any specific plans to disseminate the knowledge gained at the school to other public schools.

The IMAG Academy will make significant contributions to both the community and to the public education system in lasting ways.

Our community centered V-BASE projects will provide an educational choice focused not only on the CCSS rigor but the essential ingredient to student motivation, engagement, and learning; relevance. Because our projects bring our neighborhoods and community into plain view it builds connection and value of our learned subjects to the applied issues of Business, Art, Science and Engineering. Research has shown that when a school can connect more relevance to a student's academic work, their test scores tend to increase as well. As our student's motivation and engagement increases, we also expect our HSA and ACT scores to increase.

As important, our projects will offer experiences that help provide an environment where students will be able to transfer and adapt their knowledge and skills learned in the classroom to solving real concerns of real people and businesses. These will be the true tests of their readiness to pursue college, a career or open a business.

Waipahu has some of the largest campuses serving about 9400 students. Over time The IMAG Academy will increase the complex capacity to 915 in a much needed area in Waipahu. In addition, at capacity in 2022, we will be able to implement the middle school concept with our elementary levels (K-5) totaling 390 students, our middle school at 225, and our high school at 300. These enrollment figures at the different school levels provide a much more personable and family like atmosphere.

Another contribution to the public education system is the way we have incorporated our community partners. Not only will we support them in providing them with solutions to some of their concerns, our school schedule is built to ensure interaction and collaboration on a weekly basis. This type of close and open partnership will only strengthen our student's sense of value and community belonging. Our students will not only collaborate amongst other students, but will also be able to discuss, listen and learn from adult mentors from the community when in collaboration with them. We are sure these community and business leaders will learn from our students as well. This type of partnerships could serve as a model for other schools.

We believe everyone and everything is connected and we envision becoming a community resource in helping "the village" to raise innovative, productive, and mindful citizens. We look forward to the day that all public school administrators will view us as a partner rather than a competitor, enabling all of us, including our students to collaborate and find innovative and mindful solutions to more trying problems in our community.

Is the applicant proposing to convert an existing DOE school into a charter school?

No

B. Enrollment Summary

B. Enrollment Summary

1. Enrollment Plan. Complete the Enrollment Plan (Exhibit 1), and include it as Attachment A (required form), illustrating the proposed school's five year enrollment plan. Include a breakdown between students receiving a primarily on-site, face-to-face learning experience (brick-and-mortar) or Blended Learning and students receiving a primarily online learning experience (Virtual). These terms are defined in Section IV.J of the RFP and depicted in Figure 2 below.

Note: Uploaded files should be .pdf files only unless otherwise instructed.

assets/survey-uploads/34563/2069319-gsH7pQre0Q/A Attachment - Enrollment Plan - IMAG.pdf

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

Please note: Entry level grades in the Waipahu Complex Area are kindergarten, 7th and 9th grades.

A brief summary of each criteria component that informed our decision is presented in priority order; teacher community, classroom size, entry and transition grades, and economic feasibility.

Teacher Support, Collaboration, Collegiality

The most important link to our students is our classroom teachers. Our teachers are the lynchpin and the foundational "touchpoint" for our students and families. We feel it is essential to create a teaching community that is collaborative and supported at each grade level as well as school wide.

Our mission calls for a small, family-like environment that creates a continuum of experiences for the individual and community to flourish. This type of hands-on and community connected teaching will take time and resources to plan, design, implement, assess, evaluate, continuously improve, and sustain. If only one or two teachers were required per grade, the stress of doing all of it would be overwhelming and negatively impact their effectiveness. It is one thing to get support from a fellow teacher in another grade level, but it is priceless to share the burden with others teaching the same curriculum and lessons. Solutions can now transcend across two other classrooms.

Three teachers per grade allow teachers to come together and support each other at the appropriate grade level and are able to divide the required tasks amongst themselves. In addition, this type of grade level manning allows for not only grade level collegiality and collaboration, it will allow more opportunities for teachers to co-teach, give and receive respite and to have the opportunity to teach specialized subjects of interest.

At the school organizational level, having three teachers for each grade allows more flexibility in hiring options and more leadership opportunities. For example, we could hire one master teacher to provide mentorship to two less experienced teachers. Organizationally, the options are numerous.

Classroom size

The number of students within each class has been limited to 20 students for grades K-3 and 25 students for grades 4-12. This we feel is a good mid-range number which will help teachers to build more reflective I-AGLs (Individual Achievement Goals and Learning plans) and be more responsive to their student's needs.

Entry and transition grades

Grades K and 7 were selected due to these grades being entry grades. Grade 8 was selected due to it being a time of transition into high school.

Economic Feasibility

Once the above considerations were identified, a budget was developed to ensure our capability to financially sustain ourselves. We found our enrollment plan supported an income to expense breakeven point at approximately 190 students, right in line with our

enrollment plan.

We understand the repercussions of our decision to start with over 200 students in our first year. We felt the added burden it will have on our facility requirements, the stress during start up and our growing years are worth the benefits it will provide for our students, our economic feasibility, and especially our teachers.

3. Enrollment Plan Justification. Provide evidence justifying the enrollment plan described above. Include the estimated number of students in the geographic area(s) the proposed school plans to serve, including the number of students that currently attend existing schools (both public and private) in the geographic area for the grades the proposed school plans to serve. If research data, censuses, surveys, or other data sources were used, please describe these sources and provide a citation or attach copies of the sources, as Attachment B (20 page limit).

Attachment B provides support and justification documents.

There were many ways to view the eligible student population for The IMAG Academy. We chose to look at our probable school population from two perspectives; a conservative and more neighborhood viewpoint and from a broader community resource considering a wider geographical area.

We've concluded, whichever viewpoint or vantage point we take there is a definitive need for another school, especially one focused on creating a small, family like environment for our students, parents and community through the use of community based project learning.

Conservative-Neighborhood Resource

As we pulled the enrollment numbers into one spreadsheet for the Waipahu area complex (Attachment B-Item 1) from each individual school's School Status and Improvement Reports (SSIRs) it highlighted how large our campuses are within the area. As we looked at the individual schools within the area, we found August Ahrens to be the largest elementary in the state, with all of the others to be some of the largest even compared to our Campbell brothers in Ewa Beach.

Wider Central Leeward Area Resource

As we opened our review to the entire central leeward area enrollment figures (Makakilo, Kapolei, Ewa Beach and up through Mililani and Wahiawa) the options families are being given was quite dismal.

In summary, across the state, our enrollment of over 9,300 students was second to our neighbors in the Campbell complex area (10,500+).

According to research done on class size differences, what may matter most is the size of the school. Our neighborhood schools definitely could welcome some relief. It has been suggested, that socially diverse and economically disadvantages populations, like ours in the central leeward area, may find student achievement affected by large student bodies. It has been suggested that relatively smaller school campuses, more than smaller class size, could create a more trusting, safe and nurturing culture and better learning environments.

Community support for a 915 student K-12 campus in the Waipahu area

Attachment B (Item 6) provides several pieces of evidence in support of our enrollment plan gathered at a local event; Taste of Waipahu. This event is one of our first large events we've attended. Although, it was difficult to easily talk due to the event being focused on food, drink, and entertainment we were able to spend time with a number of families and community members desiring a better choice in their education.

The first is a list of parents with children wanting to enroll in The IMAG Academy. There are a total of 9 families and 14 future students.

The second petition is of community members that believe Waipahu and the central leeward area needs a public charter school with the mission and vision like The IMAG Academy. There are a total of 8 people that have expressed their support.

The third petition is of community members that have visited our website @ www.theIMAGacademy.org and have signed our on-going petition to show their support.

Attachment B (20 page limit).

Note: Uploaded files should be .pdf files only unless otherwise instructed.

assets/survey-uploads/34563/2069319-z6AI3uiJuk/B Attachment - Enrollment Plan Support Documents.pdf

Figure 2: Virtual and Blended Learning Continuum

III. Academic Plan Design & Capacity

Created Wednesday, November 26, 2014

Updated Wednesday, December 03, 2014

A. Academic Plan Overview, Academic Philosophy and Student Population

Evaluation Criteria Note: A strong Academic Plan is coherent overall and aligned internally with the proposed school's mission and vision; Organizational Plan; and Financial Plan.

A. Academic Plan Overview, Academic Philosophy and Student Population

Evaluation Criteria Note: This section is not separately rated by the evaluators. However, a strong Academic Plan will demonstrate consistent alignment with the Academic Plan Overview and Academic Philosophy.

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

The IMAG Academy will be a traditional face-to-face, "brick and mortar" school focused on a student's mastery and accomplishments in acquiring knowledge, capabilities, and skills prescribed by the CCSSs in English Language Arts (ELA) and Mathematics. Knowledge and skills in other content areas will also be anchored by the CCSS.

There are three main elements of our instructional framework.

1. Academic rigor – Mastery of the Common Core State Standards (CCSS)
2. Real World Relevance - Critical transfer and adaptation of knowledge and skills through community based projects
3. Safe and nurturing family environment - Social-Emotional and communication development through the use of our School Family framework.

Relevant connections of how the CCSS applies are extended by the completion of our quarterly classroom/grade level and yearly school community-centered V-BASE projects. . This added extension to our community brings another level of Value-added connection to our learned subjects to the applied issues of Business, Art, Science and Engineering (V-BASE).

The foundation to our learning environment, teaching community and school organization is a safe and nurturing family culture. Our student's social-emotional and communication development is modeled through social expectations and authentic interactions between all members of the school family.

Individual – Achievement Goals and Learning plans (I-AGLs) will be developed to ensure the proper focus and target benchmarks in academics, project work, and social-emotional and communication development are based on each student's strengths and needs. Evaluations will be conducted at the beginning of the school through a variety of teacher observations and methods.

Evidence of Achieved Goals and Learning (E-AGLs) will be collected to document a student's accomplishments and successes. Only limited by our students and teachers imagination.

Our school's community-centered V-BASE projects incorporate the movement from a thinking continuum to the integration of an action continuum. Real world experiences and project learning will occur at multiple levels in order to enrich our concentration on not only the acquisition of knowledge, but its application and adaptation. Striving for both rigor and relevance will enhance our student's capabilities in achieving Quadrant D performance of the Rigor/Relevance Framework where students will find themselves creating innovative, mindful, accepting and giving solutions when facing unpredictable situations. This type of action focused movement fits perfectly in enhancing our mission capability to provide rigor and relevance to our "continuum of experiences". More importantly, it ensures our students experience relevant and real world connections to their learning.

Critical to our project based learning is the added extension of being community-centered. By adding a simple, but powerful focus,

projects will ensure our neighborhoods and community are brought into view allowing students to connect their learning to the applied matters of Business, Art, Science and Engineering. building intrinsic and extrinsic value or benefit for someone else within the school or community. These examples will also attempt to clarify how multi-grade activities could represent the many options of sharing responsibilities and resources across a classroom, a grade level or the entire school.

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

The IMAG Academy will provide a positive view of the world as we give our students and staff the permission to dream, environment to thrive, confidence to succeed, skills to act and the expectation to create a collaborative and peace-filled society.

Our students will be creators of innovative, mindful, and creative solutions to unpredictable situations as they transfer, adapt, and act upon their thinking, knowledge and skills obtained through The Academy's high expectations and rigorous academic standards. Driven by rigor and relevance. The IMAG Academy strives to deliver!

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

Our student population will provide us with both academic and social and emotional challenges. As educators serving within this community, we have found our students to be respectful, pleasant, and willing to go the extra mile when an engaging learning environment is created. Family and friends are central to these students' lives and can play a critical role in their level of success. School pride and a sense of belonging are important.

Of the 9387 students enrolled in Waipahu public schools, 5510 of them qualify for free and reduced lunch suggesting a 59% FRL. But as we honed into our prospective location between August Ahrens and Waipahu Elementary, we found we should expect approximately 70% of our elementary, and 64% of our intermediate and 57% of high school students will qualify for free and reduced lunch, about 6% would require SPED services, and 27% elementary and 23% of intermediate and 11% of high school students will not consider English as their first language. In addition we believe the majority of the students will be Filipino (60+%) with a number of other culturally diverse and strong ethnic groups being represented, such as Native Hawaiian, Micronesian, and Samoan. The percentage of students having attended preschool will be approximately 30-40%. Hawaii State Assessment (HSA) test score percentages of children meeting standards vary widely depending on the school a child is currently attending. Therefore, it would be safe to estimate 50-60% of the students to initially score below the state's established targets.

Attachment C (5 page limit)

Note: Uploaded files should be .pdf files only unless otherwise instructed.

assets/survey-uploads/34569/2069739-C7wWohm3Ls/C Attachment Academic Plan - Student Specifics.pdf

B. Curriculum and Instructional Design

B. Curriculum and Instructional Design

Evaluation Criteria. A strong response will have the following characteristics:

Comprehensive framework for rigorous, high-quality instructional design that reflects both the needs of the proposed school's anticipated population and its alignment to academic standards. Includes a brief description of how the proposed framework will ensure continued student achievement as measured by Strive HI and the Academic Performance Framework.

If applicable, clear, rigorous academic standards beyond those specified in Strive HI and the Academic Performance Framework. Includes clear descriptions of the adoption or development process, the source of the additional standards and a reasonable rationale for their inclusion.

Clear academic, non-academic, and mission-specific goals and metrics for the proposed school that details the school's goals and the metrics that will be used to measure the success in achieving these goals.

Clear and comprehensive plan for how the proposed school assesses the progress of individual students, student cohorts, and the school as a whole on the identified metrics. Clearly explains the rationale for selecting or developing each of the identified assessments; includes a clear description each assessments' purpose, design, and format; and adequately demonstrates the validity and reliability of any non-standardized assessments.

Clear and comprehensive plan for how instructional leaders and teachers will administer, collect, and analyze the results of diagnostic, formative, benchmark/interim, and summative assessments to inform programmatic and instructional planning decisions and make adjustments to curricula, professional development, and other school components. Clearly explains the roles and responsibilities of the instructional leadership team in overseeing teachers' progress toward helping students meet their identified goals and clearly describes the formalized process and supports that will enable teachers to reflect on student progress and adjust their instruction accordingly.

Comprehensive course scope and sequence and curriculum map and/or pacing plan that clearly identifies course outcomes, demonstrates an alignment with appropriate standards, and illustrates alignment from grade to grade.

If the curriculum is developed/selected: Sound curricular choices, by subject and grade level, which include research-based evidence the curricula will be appropriate, effective, and improve academic achievement for the anticipated student population. A clear description of how the curricula will keep students on track for college and career readiness, highlighting any backwards-planning efforts, if relevant. If there is a virtual or blended learning program, a clear description of the online learning curriculum and a reasonable rationale for the selection of the curriculum.

If the curriculum is not already developed: Clear and comprehensive curriculum development plan and realistic timeline, which identifies individuals responsible and aligns with teacher hiring and professional development calendars.

Sound, research-based instructional strategies that will clearly support the academic plan. Includes a clear explanation of how these instructional strategies support the mission, vision, and academic philosophy of the proposed school and why the strategies are well-suited to the anticipated student population. A clear explanation of how the teachers will use different instructional methods to meet the needs of all students, highlighting assessing student needs, remediation, accelerated learning, and specialized instruction. If the proposed school's academic plan contains a virtual or blended learning program, includes a comprehensive description of how the proposed instructional strategies will work with the online learning components to result in a coherent instructional program.

Clear description of graduation course and credit requirements and how GPA will be calculated.

Sound plan for meeting BOE graduation requirements and compelling reasons and justification of any additional requirements beyond BOE requirements or deviation from BOE graduation requirements.

If there is a virtual or blended learning program, a clear overview of the online learning program, including a description of the level of instruction that uses online learning methods, the general organization of the online learning schedule, a description of the impact of the program on classroom instruction (for blended learning programs), the teacher, student, and parent or guardian role, the degree of support provided to students and the student to teacher ratio in an online learning program. A video demonstration of the proposed online learning curriculum that adequately portrays student and teacher experience with the online learning curriculum.

Comprehensive plans for and clear descriptions of how classroom instruction will work with the online learning components to result in a coherent instructional program; how attendance, student participation, credit accrual, and course completion will be defined, monitored, verified, and reported; how any online attendance policy adheres to state and federal reporting requirements; how federally-mandated assessments will be administered and proctored; how the proposed school plans to uphold the academic integrity of the virtual or blended learning program; the systems and procedures that will validate the authenticity of student work; how student safety is ensured and in compliance with federal privacy laws; how the proposed school will ensure minimal interruptions to learning, including a plan for technical support and troubleshooting for students, teachers, parents or guardians, and administrators; and how the proposed technology selections support the platform dependencies for the proposed curricular materials and instructional strategies.

1. Propose a framework for instructional design that reflects the needs of the proposed school's anticipated population and its alignment to academic standards. If the proposed school plans to

adopt or develop additional academic standards beyond those specified in Strive HI and the Academic Performance Framework, explain the types of standards (such as content areas and grade levels). Describe the adoption or development process that has taken place or will take place for these additional academic standards. Briefly describe the source of the additional standards and the rationale for their inclusion. Briefly describe how this proposed framework also ensures continued student achievement as measured by Strive HI and the Academic Performance Framework.

There are three main elements of our instructional framework.

1. Academic rigor – Mastery of the Common Core State Standards (CCSS)
2. Real World Relevance - Critical transfer and adaptation of knowledge and skills through community based projects
3. Safe and nurturing family environment - Social-Emotional and communication development through the use of our School Family framework.

The IMAG Academy will be a traditional face-to-face, “brick and mortar” school focused on a student’s mastery and accomplishments in acquiring knowledge, capabilities, and skills prescribed by the CCSSs in English Language Arts (ELA) and Mathematics. Knowledge and skills in other content areas will also be anchored by the CCSS.

Relevant connections of how the CCSS applies are extended by the completion of our quarterly classroom/grade level and yearly school community-centered V-BASE projects. These projects provide an engaging environment where students can transfer and adapt their knowledge and skills as they experience how their learning is relevant to the community around them. This added extension to our community brings another level of Value-added connection to our learned subjects to the applied issues of Business, Art, Science and Engineering (V-BASE).

The foundation to our learning environment, teaching community and school organization is a safe and nurturing family culture. Our student’s social-emotional and communication development is modeled through social expectations and authentic interactions between all members (educators, administrators, staff, other students, and parents) of the school family.

Individual – Achievement Goals and Learning plans (I-AGLs) will be developed to ensure the proper focus and target benchmarks in academics, project work, and social-emotional and communication development are based on each student’s strengths and needs. Evaluations will be conducted at the beginning of the school through a variety of teacher observations and the use of Contextual Foundation Learning (developed by Kathryn Tydlacka). Continuous formal and informal formative, curricular and HSA interim and summative assessments will be built into our grade level pacing guides.

Evidence of Achieved Goals and Learning (E-AGLs) will be collected to document a student’s accomplishments and successes. These may include HSA interim and summative scores, content based weekly checks, ongoing teacher observations and feedback, IMAG practices – Decision Making and Solution check sheets, kindness notes from a peer, photos of finished project items or a video presentation to a community partner. The only limitation to what can be considered evidence will be based on the individualized I-AGL, determined by the teacher and student. These E-AGLs will signify benchmark accomplishments and targets and held in a student’s Performance Achievement Record (PAR).

Our school’s community-centered V-BASE projects incorporate the movement from a thinking continuum to the integration of an action continuum. Real world experiences and project learning will occur at multiple levels in order to enrich our concentration on not only the acquisition of knowledge, but its application and adaptation. Striving for both rigor and relevance will enhance our student’s capabilities in achieving Quadrant D performance of the Rigor/Relevance Framework where students will find themselves creating innovative, mindful, accepting and giving solutions when facing unpredictable situations. This type of action focused movement fits perfectly in enhancing our mission capability to provide rigor and relevance to our “continuum of experiences”. More importantly, it ensures our students experience relevant and real world connections to their learning.

Critical to our project based learning is the added extension of being community-centered. The bulleted/indented examples below illustrate how integrating a project would extend a student’s learning space and turn normal classroom exercises into a hands-on activity. But the examples go one step further. By adding a simple, but powerful focus, projects will ensure our neighborhoods and community are brought into view allowing students to connect their learning to the applied matters of Business, Art, Science and Engineering. building intrinsic and extrinsic value or benefit for someone else within the school or community. These examples will also attempt to clarify how multi-grade activities could represent the many options of sharing responsibilities and resources across a classroom, a grade level or the entire school.

The Wonders (our ELA curriculum) Unit 5 – Wonders of Nature essential question, “What kinds of things can you find growing in nature?” is used as the trigger for different project levels in our example below.

Individual

- Conduct research on the functions of different types of gardens in our community.
- Develop a way to inform others what you've found in our community; poster, article, photo/drawing collage, video, etc.

Classroom

- Investigate building a garden or redesigning and landscaping in an area of the school.
- Design and develop a communications campaign for the school to invite the community to an event.

Grade Level

- Work with school facility care providers to design, build and maintain an area at a business, senior home or park.
- Document transformation with pictures and words. Use within a marketing campaign developed by a class to invite the community to visit.

School

- Grade level work items are organized and shared with the community through public gallery openings.
- Start a recycling program in the cafeteria and use segregated waste for vermicomposting.

Community

- Conduct tours and make presentations to visitors.
- Help organize a public event – sell or donate the grown items; produce, flowers, plants, mulch.
- Reinvest any monies back into the community.

The four main Strive HI Performance indicators will be our foundational measures for academic achievement, growth, readiness and achievement gap as described in the Academic Performance Framework. National level standards, the Common Core State Standards (CCSS) and the applicable Hawaii State Performance Standards III (HSP III) will be used to determine our subject area content knowledge and skills for all grade levels. The table below describes subject areas, the applicable standards to be use and the general knowledge and skills to be acquired.

English Language Arts – Common Core State Standards – English Language Arts

- Elements of Communication, Reading, Writing & Presentation

Mathematics – Common Core State Standards – Mathematics

- Mathematical operation and practices

Science & Engineering – Next Generation Science Standards

- Scientific Process, Tenets of Creation – Design, Build & Maintain

Social Studies – Hawaii Content Performance Standards III

- Civics, Economics, Geography, History-World Perspectives, Communications, Life Skills

Project work – IMAG Solution and Behavior

- IMAG decision making and solution/choices

The Rigor/Relevance Framework TM created by the International Center for Leadership in Education will be used to guide our examination of curriculum, instruction, and assessment. It is based on two dimensions; Continuum of Knowledge (based on Bloom's Taxonomy) and the Application Model (developed by Dr Bill Daggett).

The first continuum is called the Thinking Continuum and starts off with acquiring knowledge and progresses to how knowledge is used or how it is assimilated. The second continuum is called the Action Continuum. It describes the movement of knowledge acquisition and application in one area to its use or application to solve seemingly non-related and complex real-world concerns.

With the use of these continuums, the Rigor/Relevance Framework is presented upon the common x-y axis. The movement toward the top right-hand quarter signifies a movement towards more complex knowledge application and the achievement of adaptation. In some writings this ultimate type of learning is coined as being in or doing Quad D.

As the applicable subject content area knowledge and skills are applied and adapted to solve some of our community's concerns, our own IMAG practices will incorporate the quality of the decision making process and the resulting solution(s) to strive to the highest right hand corner of Quadrant D within the Rigor/Relevance Framework TM.

The third element of our instructional framework and probably most important is a safe and nurturing culture. This element is the foundation to our learning environment, teaching community and school organization and it is guided by the School Family framework developed by Dr Becky Bailey. Our student's social-emotional and communication development is developed through positive and social interactions between all members (educators, administrators, staff, other students, and parents) of the school family. The use of classroom and school structures, language, routines, and rituals are employed school-wide to develop an underlying feeling of being valued and a sense of belonging.

We feel the three elements of this instructional framework are in line with our school's vision and mission. It also fits our student's needs, as it extends the essential foundation of their sense of value and belonging as a School Family and emphasizes action oriented behavior by exposing them to real-world, unpredictable situations. The use of the Common Core State Standards brings rigor into the classroom; relevance is added through our community-centered V-BASE projects when students make connections to their learned knowledge and skills. The ultimate success is when innovation, mindfulness, acceptance, and giving are inherent within their decision making process and solutions.

As important, we believe its simplicity helps it to be easily communicated, in terms of rigor and relevance, in the development of curriculum objectives, instructional strategies and their assessment. All members of the learning environment; students, teachers, administrators, and even parents can now use this framework as a form of communication to describe and improve lesson objectives, performance expectations, as well as appropriate action-oriented achievement levels.

2. Goals and Metrics. Identify the academic, non-academic, and mission-specific goals and metrics for the proposed school. Describe how the applicant's design team determined these goals and why these goals are appropriate for the proposed school's intended population. Include, as Attachment D (8 page limit), a table that details the school's goals and the metrics that will be used to measure the success in achieving these goals, and include targeted assessment scores, attendance levels, and goals for graduation rates, leading indicators (e.g., freshman on track), college going rate, and career readiness.

These goals measure our achievement in areas essential to succeeding as a school and community resource. With our focus on rigor and relevance, our students will strive to transfer and adapt what they learn through our community centered V-BASE projects. The metrics and goals we've selected will give us a holistic view of our student's academic and problem solving capabilities and will indicate possible areas for improvement. As important, we've estimated approximately 70% of our elementary, 64% of our intermediate and 57% of our high school students will qualify for free and reduced lunch, about 6% would require SPED services, and 27% elementary, 23% intermediate and 11% of high school students will be English Language Learners. We've also chosen additional measurements to understand their social and emotional growth.

Our academic goals; HSA and ACT tests scores was selected as a way to measure student achievement. It also complies with our state DOE.

The HSA and ACT scores provide two helpful indicators. An individual's scores will help us to gauge where a student may stand regarding their academic knowledge and test taking abilities. Our aggregate scorecard may point to possible gaps in our learning or teaching environments. Both indicators; individual and aggregate, will guide us in modifying our instructional choices and strategies.

The ACT associated assessment scores in grades 8-10 will provide each student and teachers a glimpse into their college and career readiness. This insight may aid in adjustments for the following year or modifications of the currently offered curriculum and instructional objectives.

Our non-academic goals; Graduation rate and Attendance are part of the HI DOE Strive HI readiness category. Although STRIVE HI uses the attendance to determine chronic absenteeism for our elementary grades, we will use them for the entire school.

The graduation rate provides an "after-the-fact" indicator of our ability to prepare students for college and careers. Attendance (chronic absenteeism) can be viewed as a student's lack of motivation to be present at school. Therefore, these metrics may indicate a need for a more positive school and classroom culture.

Our mission specific goals; School Family and College-Career were determined as a way to provide a better understanding into a child's social and emotional challenges and the attainment of our student's post-high school goals.

The social and emotional well-being of a student affects their ability to focus or engage. If not developed in a positive way it can further diminish a student's capability to learn and excel. Our School Family culture provides a built in "intervention" and as we grow as a family it will provide an even lower target in subsequent years.

The College – Career metric documents the lifestyle choices of our students after attending The IMAG Academy. We believe it is important to celebrate and focus on their choices. Anything less than an aggregate 100% would provide us important insight and reflection on how we may better connect with a student during their time at The IMAG Academy.

Attachment D (8 page limit)

3. Assessment Plan. Explain how the school will assess the progress of individual students, student cohorts, and the school as a whole on the metrics identified in Section III.B.2. Include, as Attachment E (no page limit), a table that details specific diagnostic, benchmark/interim, formative, and summative assessments that will be used for each grade level, as well as the timing of their administration. Include with the same table, any charts or pacing guides that illustrate the assessment plan. Provide an explanation of the rationale for selecting or developing each of the identified assessments; describe each assessments' purpose, design, and format; and demonstrate the validity and reliability of any non-standardized assessments (specifically, the alignment of assessments with the academic standards adopted by the BOE).

Assessment is conducted at many different levels and identifying how and why we will administer them will provide us with important information regarding individual students, as well as student cohorts and our school as a whole. Our proposed assessment plan for the school's metrics identified in Section III.B.2. is presented in Attachment E with a recommended pacing guide and proposed use; interim/benchmarking, screening, diagnostic, and or progress monitoring. It must also be noted that this plan, especially specific tool selection will be reviewed and possibly modified during our start-up phase with the help of our Leeward District Educational Specialists. This is to ensure our plan reflects any changes throughout our complex area and to ensure we've optimized it for our student population, metric objectives, and data requirements, as well as it being practical and cost effective.

The metrics in section III.B.2.were chosen for their focus on essential elements we believe to be critical to understanding if our instructional framework of rigor, relevance and social emotional and communication development are being achieved. Each metric will have an individual and cohort component to be used to make adjustments in an individual student's learning environment or within our teaching community and school organization. These changes would affect instructional decisions during the year as well as the following year regarding our methods, strategies, and specific or generalized details within our community-centered projects.

Individual scores will become a student's Evidence of Achieved Goals and Learning (E-AGLs) and a part of their Performance Achievement Record (PAR) to help in analyzing attainment of their Individual Achievement Goals and Learning Plan (I-AGL). By comparing their accomplishment to their plan, a student, parents, and teachers will be able to quickly assess if a student is progressing as expected. Modifications in targets can be made and/or remediation, specialized instruction or accelerated learning strategies can be employed on a quarterly basis.

In addition to these metrics being used to inform our individual student's progress and benchmark accomplishments, the data will also provide insight into the achievements of both a student cohort as well as our school. Measurements can be compared to previous data points to determine if decisions in curriculum or instructional strategies and methods have had a possible negative or positive affect. With this said, the validity and reliability of the tool and the data must be considered. There are many times we have used data from a tool that was not designed for that specific purpose, making the data unreliable for informing a specific decision.

The following is a brief summary of our school's metrics as identified in Section III.B.2.

Goal #1 – Test Score Achievement in Reading, Mathematics, and Science (if applicable)

Purpose: Grade level achievement

Frequency: 3 times / SY

1st test – Early in 1st Quarter: Interim/Benchmark

2nd test – Early 3rd Quarter: Interim/Benchmark

3rd test – Mid 4th Quarter: Summative

Format: Online

Goal #2 – Test Score ACT (if applicable)

Purpose: Readiness to attend college

Frequency: 1 time / SY

3rd test – Mid 4th Quarter: Summative

Format: Online

Goal #3 – IMAG Practices – Decision Making

Purpose: Application of IMAG Decision Making process

Frequency: 4 times / SY

Quarterly: Interim/Benchmark

Format: Checklist/Rubric/Discussion and Observation

Goal #4 – IMAG Practices – Solutions

Purpose: Application of IMAG Solution choices

Frequency: 4 times / SY

Quarterly: Interim/Benchmark

Format: Checklist/Rubric/Discussion and Product/Solution Inspection

Goal #5 – Graduation Rate (if applicable)

Purpose: Accomplishment of High School Coursework – Readiness to proceed to college or career

Frequency: 1 time / SY

Format: Count

Goal #6 – Attendance

Purpose: Readiness to Learn

Frequency: Daily

Format: Count

Goal #7 – Social Emotional (if applicable)

Purpose: At Risk for Social Emotional Concerns and Growth

Frequency: 2 times / SY

Interim/Benchmark

1st assessment: Mid September

2nd assessment: Mid May

Goal #8 – Post High School Choices (if applicable)

Purpose: Ability to proceed to college or be employed

Frequency: 1 time / SY

Format: Survey - Count

In addition to the individual student data our school-wide metrics and measurement goals will produce, our teacher's will be using other interim, formative and unit summative assessments at each grade level and classroom. The use of the school-wide measurements may also be used by grade level teachers as multiple and various ways to assess a student's understanding of what is being taught and their individual accomplishments. In order to be able to provide consistency between classrooms and ensure a level of progress monitoring is being accomplished, grade level teachers will be asked to collaborate and determine a minimum baseline of assessments to be used across their grade level. In addition, specific curriculum based and teacher constructed assessments will be identified.

At the bare minimum, teachers will be asked to identify interim formative and unit summative assessments for reading, writing and mathematics. Some of the current formal assessments currently being used are Dibels and LevelSet.

Some of the questions to be answered by our teachers may be

1. To what extent are our assessments of learning varied, providing multiple and different ways for students to demonstrate understanding?
2. To what extent do our assessments empower students to demonstrate deep learning and understanding of concepts?
3. To what extent do our assessments reflect the personal and cultural strengths of our students, as well as their learning needs?
4. How is this assessment aligned with the curriculum and standards?
5. Does this assessment measure student learning in a way that reflects our beliefs about how students learn?
6. Does this assessment provide useful data to us and the student/family about what the student understands and what needs to be learned next?

Source: Connecticut State Education Resource Center

Attachment E (no page limit)

Note: Uploaded files should be .pdf files only unless otherwise instructed.

assets/survey-uploads/34569/2069739-EuAleyoFcP/E Attachment Assessment Plan.docx

4. Data Driven Programs and Instruction. Describe how instructional leaders and teachers will administer, collect, and analyze the results of diagnostic, formative, benchmark/interim, and summative assessments to inform programmatic and instructional planning decisions and make adjustments to curricula, professional development, and other school components. This response should clearly explain the roles and responsibilities of the instructional leadership team in overseeing teachers' progress toward helping students meet their identified goals, as well as specify the formalized process and supports that will enable teachers to reflect on student progress and adjust their instruction accordingly.

The intent of our data would be two fold. First to make immediate use for any changes necessary in our learning environment, teaching community, and school organization. As we understand these are all integrated in support of our students, it will be necessary to understand how each area is affected by any type of decision to change. Communication across the stakeholders will be essential.

As we will have several types of assessments to account for, our focus in this document will be two levels deep; school and grade level. Those assessments used by our classroom teachers above and beyond the agreed upon grade level assessments will not be considered here. Although not considered here, these informative classroom or teacher specific assessments can be used to triangulate other more formalized assessments and be presented as part of evidence for a FORE team to form or a referral to be given.

As our focus will be on improving teaching, learning and leadership, it will be a collaborative effort and an area of growth for The IMAG Academy. The development of processes that are systematic and cyclical will have to be employed to ensure a step-by-step process is followed.

School Specific Data

The assessment for school level data will be administered and collected by a variety of media. Privacy and integrity of the data is of utmost importance and procedures will be put in place according to the appropriate state policies.

Formalized Assessments – HSA and ACT

Collection: Online or through approved accommodations

Analyzed: Results will be coordinated through counselors to teachers. Teachers will be able to review results online if made available. Hard copies will be provided to our students.

Formalized Assessment – BASC 2

Collection and Analyzed: Currently computerize formats are available for easy scoring and reporting. Scales are filled out by the student's teacher and parent. Self-reporting scales are available.

Formative (Quarterly) IMAG Practices DM and Solution

Collection: Currently checklist and open comments

Analyzed: By teacher and student

Interim Benchmark - Graduation Rate

Collected and Analyzed: Office staff

Daily Count – Attendance

Collected and Analyzed: Office staff

College – Career Choices

Collected and Analyzed: Office staff/counselors

Grade Level Data

Once the grade level teachers have collaborated and decided what other assessments will be helpful to them, these assessments and the resulting instruments will be reviewed. These assessments may be a combination of curriculum based, online progress monitoring, and informal and formal formative assessments.

Common assessments across the grade levels will be discussed and a school-wide approach to these assessments will be determined by a collaborative team consisting of a teacher from all grade levels, counselor, and school director. Assessments used by only one grade level will still need to provide a grade level approach in written format to the School Director.

Data Driven Decisions

Assessment results will be distributed at a monthly meeting to be held during our Wednesday morning meeting. Time will be set aside to discuss the results, the effects of the results, and the next steps will be discussed and documented. Depending upon the course of action (individual, cohort, or school) further discussions may be required. If further collaboration is required at the grade level only, a report will be presented at our next Data meeting, unless urgency requires a meeting before our scheduled monthly meeting.

Decisions may take the shape of changes or modifications to existing instructional practices within the classroom, position description or school organizational practices or policies. The level of change will dictate the stakeholder involvement to implement such changes.

With our current leadership structure, the School Director will be responsible to provide guidance, support and resources in overseeing decisions affecting any changes to our data collection and use.

Review process – Until we are comfortable with the data we are receiving and it has provided us with useful data consistently, the following review process will be done quarterly. A review of each school and grade level assessment will be reviewed to ensure its applicability. The following questions, at a minimum, will be used and documentation of the answers will be kept as a record of our review and conclusions. A review will be presented at the next appropriate Data meeting.

1. To what extent are our assessments of learning varied, providing multiple and different ways for students to demonstrate understanding?
2. To what extent do our assessments empower students to demonstrate deep learning and understanding of concepts?
3. To what extent do our assessments reflect the personal and cultural strengths of our students, as well as their learning needs?
4. How is this assessment aligned with the curriculum and standards?
5. Does this assessment measure student learning in a way that reflects our beliefs about how students learn?
6. Does this assessment provide useful data to us and the student/family about what the student understands and what needs to be learned next?

Source of questions: Connecticut's State Education Resource Center

5. Course Scope and Sequence. Include, as Attachment F (15 page limit), a course scope and sequence and curriculum map and/or pacing plan that identifies course outcomes, demonstrates a clear alignment with appropriate standards, and illustrates alignment from grade to grade.

Note: Uploaded files should be .pdf files only unless otherwise instructed.

assets/survey-uploads/34569/2069739-IURhApqC1t/F Attachment - Course Sequence Final.pdf

6. Curriculum. Provide an overview of the proposed curricula and discuss the alignment of the curriculum with the academic standards adopted by the proposed school.

Is the proposed curriculum already fully developed ?

Yes

a. If the curriculum is fully developed, provide the rationale for each curriculum development or selection decision, and briefly describe the support materials for each subject and grade level. Provide evidence that the proposed curricula are research based and will be appropriate, effective, and improve academic achievement for the proposed school's anticipated student population. Also, include a brief description of how these curricula will keep students on track for college and career readiness, highlighting any backwards-planning efforts, if relevant. If the proposed curricula include a virtual or blended learning program, include a brief description of the online learning curriculum and the rationale for the selection of the curriculum.

The Common Core State Standards (CCSS) are a driving and foundational element in our decision to select already published curriculum content. In addition, the curriculum provide interim unit and benchmark assessments, recommended pacing guides, possible thematic units across other content subject areas and integrated online program opportunities. Another consideration was availability to professional development (off and online) and complete K-12 options to accommodate our growth.

English Language Arts and Mathematics

The IMAG Academy has decided to use the HI DOE selected CCSS aligned curriculum for English Language Arts (ELA) and Mathematics identified below.

Grades K-5/6

ELA-McGraw Hill-Wonders

Mathematics-Origo Education - Stepping Stones

Grades 6-8

Mathematics-Houghton Mifflin Harcourt - Go Math

Grades 6-12

ELA-College Board – Springboard

Grades 9-12

Mathematics-HI DOE – UH Collaborative

The decision to use the same materials as the rest of the state included considerations to our students, teachers and school resources. We felt our students would be familiar with the programs and unit's format and lessons, therefore student transfers would not pose too many problems. Teaching staff considerations were material familiarity, professional development (PD) from 2013-2015, future PD from HI DOE, and possible supported and collaborative professional exchanges across the state. As important, the unit interim, formative and summative assessments would be included for us to incorporate if desired, as we applied the needed rigor and relevance essential for our students to assimilate and adapt the knowledge and skills being taught. The following strengths of each program are shared below.

Also noteworthy, the evaluation team called the Hawaii Curriculum Review Committee (HCRC) conducted an extensive 3 Phase investigation starting with 57 Mathematics and 40 ELAs programs with the final selections far exceeding our curriculum selection criteria. As important, the HCRC included a multitude of educators from across the state, something we would not be able to re-produce. Our decision will allow us to spend our time, energy, and resources to connect the materials to real world community-centered V-BASE projects.

Wonders - K-6

- Sufficient text complexity
- Variety of nonfiction and fiction
- Evidence of differentiation for ELL students
- Emphasis on student discussions

Springboard – Grades 6-12

- Thematic approach provides for deep development and integration
- Units build in complexity and depth
- Strong use of graphic organizers and close reading
- Research skills developed via “mini-research projects”
- Complex text with guidance
- Backwards mapped from clear common assessments
- Flexibility and creativity

Stepping Stones – Grades K-5

- Bridges concrete, pictorial and abstract representations
- Lessons helped to strengthen language skills
- Activities develop conceptual understanding, skill and procedure fluency and application

Go Math – Grades 6-8

- Concepts connected with real work contexts
- Numerous teacher support resources to address students' diverse learning needs
- Additional student support – Personal Math Trainer
- Activities develop conceptual understanding, skill and procedure fluency and application

HI DOE-UH – Grades 9-12

- Connects mathematical concepts with real-life contexts
- Engages students in a variety of activities
- Activities develop conceptual understanding, fluency with skills and procedures and the ability to apply mathematics in real world situations

Source: HI DOE Office of Curriculum, Instruction & Student Support

[http://www.hawaiiboe.net/Meetings/Notices/Documents/08-05-14%20SAC/SAC_Agenda%20IV_08052014_Common%20Core%20Statewide%](http://www.hawaiiboe.net/Meetings/Notices/Documents/08-05-14%20SAC/SAC_Agenda%20IV_08052014_Common%20Core%20Statewide%20)

Social Studies

The Harcourt Social Studies Program will provide a K-8 civics, economics, geography and history curriculum. The program is correlated with the National Council for the Social Studies' College, Career, and Civic Life (C3) Framework for Social Studies State Standards. This program was also aligned with the HCPS III and was listed on HI DOE's Recommended Instructional Materials Report.

It was important that this non-CCSS subject was also anchored by the CCSS for ELA. This integration will enable us to more easily assess our student's capabilities within this content subject area. Reading skill development is organized around a Big Idea and Essential Questions, similar to those outlined in the Wonders ELA curriculum.

Harcourt Social Studies High School curriculum will be used for grades 9-12; Geography, US and World History, and Government.

Science

Harcourt Science Fusion will be used for grades K-8. The program was built on the same framework as the Next Generation Science Standards (NGSS); Framework for K-12 Science Education by the National Research Council. It provides investigation-based learning by "doing science". It also integrates engineering concepts and activities.

This science curriculum is anchored in both the CCSS for ELA and Mathematics. This integration will enable us to more easily assess our student's capabilities within this content subject area in both ELA and Mathematics.

Delta Education's Full Option Science System (FOSS) may be used to augment our K-8 science program. The system is correlated with the Next Generation Science Standards. It also incorporates Engineering concepts using the Next Generation Engineering Standards.

FOSS provides for the use of tools and strategies for a hands-on approach to science and opportunities to engage in core ideas in engineering, technology and the applications of science. Students engage in engineering experiences by developing solutions, constructing and evaluating models, and using systematic thinking. The modules are organized into three domains; physical, earth and life science.

Harcourt Science High School Curriculum will be used for grades 9-12; Biology, Earth Science, Chemistry, and Biology. Harcourt's Environmental Science and Physical Science curriculum will be reviewed for use, if a program is needed or wanted.

Business and Leadership

We will be incorporating the Connections program developed by our school director, Sheila Buyukacar for grades 4th and 7th (and 8th in the first year only). The program's objective is to build passion driven leaders. Students will experience a variety of experiential activities to help them identify their dreams and passion in order to make connections to work and life opportunities within their community.

Art

Our Art program will use primary, local sources and will align with HPCS III. In addition, activities and projects will support and be integrated into our classroom, grade-level, and grade level V-BASE projects

World Language

Our World Language program will commence with our second year and as our 8th graders enter high school. Faculty, student and family surveys will be taken to determine what language would be most appropriate for our student population. The program will align with HPCS III.

Curriculum Extension

Although the CCSS will provide a foundation to all our programs, further integration will have to be completed between the selected curriculum materials as we apply a rigor and relevance review, therefore further curriculum extensions will have to be completed.

Our ultimate goal is for our students to be able to easily transfer and adapt what they've learned. Our instructional connections to our community via community centered V-BASE projects are our way of providing the continuum of experiences within their learning environment. Although we have selected the material items, we feel there are several more steps we must take as a teaching community and school organization.

In addition, course consistency across the school and grade level will also be required. Our staff will have to bring a common view to all programs through our selection of a format for course scope, sequencing and unit pacing guides. As a community, they will have to select a format most helpful to their teaching. Any gaps will have to be identified and filled, if possible. This common format will aid in communication and ensure ease of use between classroom, grade level and programs.

Second and most important, is to extend these programs to ensure a continuum of experiences include relevant connections from the

classroom, grade level, school to appropriate V-BASE projects.

During this formatting and project identification and program extension, the currently identified assessments will have to be reviewed and more than likely modified, along with identifying any additional assessment strategies that may be needed. The following activities and timelines will be used as guides.

Identify Program to V-BASE Project Connections

September 2015 – Review Materials

- Identify the activities within each program according to its recommended sequencing
- Understand the underlying objectives

November 2015 – Align/Map

- Identify possible alignments/overlaps between content subject areas in Learning Objectives and Activities.
- Review assessments and realign/modify if necessary.

December 2015 – Brainstorm Projects

- Identify possible community centered V-BASE projects to be used in classrooms, grade level, school and within the community.

January 2016 – Connect with possible community partners

- Keep a list of partners and associated projects

April 2016 – Re-energize Project alignment

- Select or prioritize projects to be used in SY 2016-27
- Create sequence of projects with community level target – individual, classroom, grade, school, community

June – Solidify Partner’s Support

- Build Scope and Sequence for applicable units and grades
- Develop PD for all stakeholders
- Plan PD schedule

July – Conduct PD

- Include on PD Schedule

Common Format – Course Scope, Sequencing and Pacing

April 2016 – Review Materials and Current High Level Course Scope & Sequencing Formats

- Determine required elements for different levels; school, grade, and unit/class
- Identify most useful formats
- Select format(s) to be used.
 - o If different formats are used, identify common and specific elements for each level.

May 2016 – Rewrite course scope and sequencing documents into selected format

June 2016 – Create unit/class pacing guides into selected format

July – Conduct PD

- Include on PD Schedule

7. Instructional Strategies. Describe the primary instructional strategies the proposed school will implement to support the academic plan, including things like approaches to classroom management and checks for understanding. Explain how these proposed instructional strategies support the mission, vision, and academic philosophy of the proposed school and why these strategies are well-suited to the anticipated student population. Highlight any research based evidence. Discuss how teachers will use different instructional methods to meet the needs of all students, highlighting: assessing student needs, remediation, accelerated learning, and specialized instruction. If the proposed school’s academic plan contains a virtual or blended learning program, include a description of how the proposed instructional strategies will work with the online learning components to result in a coherent instructional program.

Our primary instructional strategies are identified to ensure we support our instructional framework of rigor, relevance and a safe and nurturing family environment. These three important elements can further be understood to mean

1. The mastery of the Common Core State Standards (CCSS)
2. The transfer and adaptation of knowledge and skills through our community-centered V-BASE projects
3. Our social-emotional and communication development through the use of the School Family framework

Although classroom teachers may employ a variety of strategies, these identified here will be commonly used at The IMAG Academy in support of our framework.

Rigor-CCSS Mastery

The goal for a student to achieve CCSS mastery must be accompanied by instructional strategies that will yield increases in knowledge and skills acquisition. Robert J. Marzano suggests some of these high-yield strategies in his 2001 book, *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement*. He coined these nine strategies high-yield because if used it has been shown to increase test scores by a 22-45 percentile gain.

Below are the nine strategies Marzano identified through his research. Understanding which techniques do what may help in deciding which a teacher may prefer to use. Included is a list of specific techniques used in the classroom

1. Identifying similarities and differences
 - o Thinking maps, t charts, Venn diagrams, classifying, analogies, cause and effect links, compare and contrast organizer, affinity diagrams
2. Summarizing and note taking
 - o Identifying key concepts, bullets outlines, clusters, narrative organizers, journal summaries, quick writes, graphic organizers, column notes, affinity diagrams
3. Reinforcing effort and by proving recognition
 - o Hold expectations, display finished products, praise student's effort, encourage to share ideas and express thoughts, stress free environment
4. Homework and practice
 - o Retell, recite and review, reflective journal, homework is debriefed
5. Non-linguistic representations
 - o Visual tools, manipulatives, problem solution organizers, diagrams, concept maps, storyboards, physical models
6. Cooperative learning
 - o Readers' theatre, pass the pencil, circle of friends, shared reading and writing, plays, science projects, affinity diagrams
7. Setting objectives and providing feedback
 - o KWL, contract learning goals, articulate learning goals
8. Generating and test hypothesis
 - o Investigate, thinking process, social construction of knowledge, explore
9. Questions, cues, and advance organizers
 - o Think alouds, inferring, predicting, drawing conclusions

Relevance-Community-centered V-BASE projects

Using the Rigor/Relevance Framework which uses a Thinking continuum based on Bloom's Taxonomy and an Action Continuum developed by Dr Bill Daggett allows us to choose instructional strategies that represent the different quadrants and movement towards knowledge adaptation.

The instructional strategies in this framework are represented by the four quadrants. This framework is being used in several Mililani area schools.

1. Quadrant A – Acquisition
 - a. Retell, recall or locating knowledge in one discipline
 - b. Solve problems, design solutions, and complete work
2. Quadrant B – Application
 - a. Apply knowledge in one known discipline
 - b. Apply knowledge to new and unpredictable situations
3. Quadrant C – Assimilation
 - a. Extend and refine their acquired knowledge to be able to use automatically
 - b. Routine use of knowledge to analyze, solve problems, create solutions
4. Quadrant D – Adaptation
 - a. Solve complex, real-world problems
 - b. Create projects, designs, and other works for use in real-world situations.
 - c. Adapt known knowledge and skills for unpredictable, unrelated situations

Other instructional strategies important to this element are the use of the IMAG Practices for Decision Making and Solution Development and Choice Checklist (future Rubric).

Safe and Nurturing Environment-School Family

The metaphor of a School Family is used as “a guideline to create a positive school climate that promotes optimal development of all children, staff and faculty” (Bailey, 2011; Creating the School Family). It builds on success for those students with a balanced family life and provides a sense of safety and belonging for those lacking successful relationships at home.

As described in Dr Becky Bailey’s 2011 book, Creating the School Family, The School Family provides a venue to create an optimal learning environment by

1. Optimizing the development of the brain for physical, social, emotional spiritual and academic success.
2. Strengthening or providing an invisible set of positive assets called family privilege.
3. Fostering connections so all members feel emotionally safe enough to experience conflict as a learning opportunity.
4. Providing safety, connection and problem solving opportunities, creating a bully safe place.
5. Utilizing everyday life of celebrations and conflicts as the social-emotional curriculum.
6. Integrating social-emotional learning into the teaching of academic standards
7. Bringing joy back into teaching.

The instructional strategies within the School Family framework are the Conscious Discipline’s structures, rituals, language, and routines within every classroom and throughout the school. Conscious Discipline is based on child and brain development research that emphasizes modeling what you’d like our student’s to emulate. Its focus is for adults to become conscious of their actions and start to respond with respect to others and the children around them. Positive social interactions and relationships are the foundation to cooperation (Bailey, 2000; Conscious Discipline)

These components create an environment where students are able to process their emotions and transform their inner states to allow their higher centers of their brain to engage. These foundational strategies have resulted in a more connected and relationship based learning environment enabling the students to self-manage, dramatically decreasing classroom management concerns. They also offer positive communication modeling allowing access to the higher centers of the brain.

- Brain Smart Start (Brain exercises)
- Kindness Tree (Kind acts)
- That was helpful notes (Noticing others)
- Celebration Chair (Valuing other’s achievements)
- My Space (Safe Place)
- Wish You Well (Remembering absent members)
- Class/School Jobs (Everyone contribute-has value)
- Family Wall (Photos of class/school members)
- Class Meetings

Evidence of Success – School Family

These strategies were implemented with amazing results at Fern Creek Elementary School in Orlando, Florida. The results this established school achieved in 3 short years is inspiring. Although they may not have a high level of ELL students, 20% live in a homeless shelter and 80% live below the poverty level.

Link to a 8.58 minute video clip of their story and success is included here.

<https://www.youtube.com/watch?v=M-D4VMARiG4>

There is always doubt that this framework would work for middle and high school. Although, there hasn’t been a school-wide implementation of the School Family at this level, there is evidence that it works within classrooms using the Conscious Discipline framework.

A link to a 10 minute video clip of Ms Donna Porter and DJ Batiste life changing story is included here.

<https://www.youtube.com/watch?v=RXJGcqcJckA#t=25>

Link to 3.27 minute video clip of DJ Batiste

<https://www.youtube.com/watch?v=fsLRVIC8ncM>

Link to 5.08 minute video clip of Middle School Teacher using Conscious Discipline within her classroom.

<https://www.youtube.com/watch?v=joKlezHEHvg>

Faculty Looping

In order to provide a more connected environment and to allow relationships to build, we’ve decided to use a looking concept. Faculty will move with the children for a certain amount of time in order to accommodate a more connected “family” atmosphere. The following “loop groups” will develop over time until our full capacity in 6 years.

Final Loop Group

1: K – 2

2: 3 – 5
3 6 – 8
4 9 – 10
5 11 – 12

Assessments checks for understanding

Along with those assessments and metrics taken universally, teachers will be conducting interim assessments in hope to inform their instruction and the learning environment. Each grade level will be able to collaborate on a minimum baseline of assessments to be used by all grade level teachers. In addition to this baseline, a teacher will use their professional judgment to determine if other forms of assessments will be needed. As we may suspect, ongoing teacher observation will aid in self-adjusting teaching strategies.

Assessment of a student's strengths and needs will be done through the use of Contextual Foundation Learning. Other interim commercial assessments may be used, such as Dibels and LevelSet or even online writing assessment tools like turnitin.com. In addition, curriculum based formative and unit assessments are also available.

Multiple assessment tools/techniques will be used to help a student and teachers built an I-AGL to communicate achievement targets and milestones. This plan will also identify what evidence (E-AGLs) will be needed to indicate accomplishment. A quarterly PAR review will be required.

FORE teams

A FORE team is made up of School Family members charged to "get out in front of a problem or situation". These teams may be initiated based on any member requesting a FORE team based on multiple forms of assessments pointing to potential situations. These teams are made up of a counselor, administrator, teacher(s), and the student. Parents may be asked or ask to participate. If an IEP doesn't already exist or if a PAR may be more appropriate, the FORE team will use the student's I-AGL and review evidence (E-AGLs) to make changes or suggestions for remediation or specialized instruction. Accelerated learning may also be a proposed course of action.

8. Graduation Requirements. High schools will be expected to meet the BOE's graduation requirements in accordance with BOE Policy 4540. High schools may be able to deviate from such graduation requirements if a waiver is obtained from BOE.

Note: Any deviation from BOE Policy 4540 requires a waiver from BOE, and Commission approval of an application does not constitute approval of any deviation from BOE's graduation requirements. If the application is approved, it will be incumbent on the applicant either to: (1) obtain a waiver; or (2) if it cannot obtain a waiver, adjust its graduation requirements to meet BOE Policy 4540.

- a. Describe the course and credit requirements for graduation. Include a description of how GPA will be calculated.
- b. If graduation requirements for the proposed school will differ in any way from BOE Policy 4540, explain how they will differ (including exceeding BOE graduation requirements) and the reason and justification for the differences.

The IMAG Academy will follow the graduation requirements as outlined for the graduating class of 2016. Effective 2012-13, the minimum course and credit requirements to receive a high school graduation diploma are as described by the Hawaii Department of Education and provided below. The total credits are 24.

English (note 1)

- 4 credits

Social Studies (note 2)

- 4 credits

Mathematics (note 3)

- 3 credits

Science (note 4)

- 3 credits

Two credits in one of the specified programs of study:

World Language (same language) (note 5)

Fine Arts (note 6)

Career and Technical Education (note 7)

- 2 credits

Physical Education (P.E.)

- 1 credit (note 8)

Health

- 0.5 credit

Personal Transition Plan

- 0.5 credit

Electives (Any Subject Area)

- 6 credits

Senior Project

- May be counted toward 1.0 elective credit

Source: HI DOE website -

<http://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/GraduationRequirements/Pages/Graduation-Requirements-2016-and>

Notes:

1. English shall include English Language Arts 1 (1 credit), English Language Arts 2 (1 credit) and Expository Writing (0.5 credit).
2. Social Studies shall include Modern History of Hawaii (0.5 credit) and Participation in a Democracy (0.5 credit).
3. Math shall include Algebra 1 (1.0 credit), Geometry (1.0 credit) or e.g. two-year integrated Common Core course sequence.
4. Science shall include Biology (1.0 credit) and Laboratory Science Electives (2.0 credits).
5. Two credits in a single World Language. Credits must be taken in sequence with consecutive course numbers in the study of one language.
6. Two credits in a Fine Arts discipline: Visual Arts, Music, Drama or Dance. Credits do not need to be in a single discipline.
7. Two credits need to be in a single career pathway program of study sequence.
8. Required courses: PEP 1005 Physical Education Lifetime Fitness (0.5 credit) and Basic Physical Education Elective (0.5 credit).

GPA calculation: The IMAG Academy will use a Weighted GPA with the following points associated with grades. This weighted GPA scale will accommodate our growth to offer Honors, Advance Placement and Advance level courses at the high school level.

Scale for Regular High School Courses

Grade/Weight

A 4

B 3

C 2

D 1

F 0

Scale 4.0

Scale for Honors, Advance Placement, Advance Courses

Grade/Weight

A 5

B 4

C 3

D 1

F 0

Scale 5.0

High School Diploma: A Hawaii High School Diploma shall be issued to students who meet the above minimum course and credit requirements (Board of Education Policy 4540, 10/4/2011).

Honors Recognition Certificate Requirements

In addition to meeting the requirements for the Hawaii High School Diploma, the following must be met with a cumulative GPA of 3.0 or above:

Academic Honors:

1. 4 credits of Math: The 4th credit beyond Algebra 2 must be earned via a combination of the following half-credit courses (or equivalent IB math courses): Algebra 3, Trigonometry, Analytic Geometry, Precalculus.
2. 4 credits of Science: Of the four credits, one credit must be in Biology 1 (or equivalent IB Biology; or AP Biology courses); and the other three credits must be lab-based science credits.
3. Two credits minimum must be from AP/IB/Running Start courses (equivalent to credits for 2 college courses).

CTE Honors:

1. Completes a program of study (2-3 courses in sequence plus a state-identified specific academic course requirement).

2. Earn a B or better in each required program of study (coursework)
3. Meet or exceed proficiency on performance-based assessments for corresponding program of study
4. Completes one of the following written assessments for the corresponding program of study:
5. Earn at least 70% on each end-of-course assessment
6. Earn a nationally-recognized certificate
7. Earn a passing score on a Dual Credit Articulated Program of Study assessment

STEM Honors:

1. 4 credits of Math: The 4th credit beyond Algebra 2 must be earned via a combination of the following half-credit courses (or equivalent IB math courses): Algebra 3, Trigonometry, Analytic Geometry, Precalculus.
2. 4 credits of Science: Of the four credits, one credit must be in Biology 1 (or equivalent IB Biology; or AP Biology courses); and the other three credits must be lab-based science credits.
3. A STEM Capstone/STEM Senior Project.

Valedictorian Designation

The valedictorian criteria have been approved by the Hawaii High School Principal Forum. Effective for the Class of 2016 and beyond, graduating seniors will be declared valedictorian if the following criteria are met:

GPA of 4.0; and

Earned and met the requirements of one of the Honor Recognition Certificates.

Valedictorians will be named after the third quarter.

GRADUATING WITH HONORS

In order to graduate Cum Laude, Magna Cum laude or Summa Cum Laude, students must meet the following requirements in grades 9-12:

- Earn a cumulative grade point average of at least 3.0
- Earn 3 math credits
- Earn 3 core science credits (elective science credits do not count toward graduation with honors)
- Earn 2 credits in one of the following areas:
 - o World Language (must be 2 years of the same language)
 - o Fine Arts
 - o Career and Technical Education

GPA requirements for the different levels an Honors Diploma

Cum Laude - cumulative GPA of 3.0 - 3.5.

Magna Cum Laude - cumulative GPA of 3.5+ - 3.8

Summa Cum Laude - cumulative GPA of 3.8+ and above.

Does the proposed school offer a program that uses an online learning model, as defined in the RFP, with students typically receiving fewer than five hours per week of face-to-face instruction?

No

Does the proposed school offer a program that combines an online learning model, as defined in the RFP, with face-to-face instruction in a manner such that the online learning activities enhances and/or transforms the instructional model?

No

Does the proposed school use online learning in any way, either during or after the school day?

No

C. School Calendar, Schedule, and Staff Structure

C. School Calendar, Schedule, and Staff Structure

Note: While charter schools are exempted from HRS §302A-251, regarding instructional time, charter schools are subject to collective bargaining pursuant to HRS Chapter 89, Collective Bargaining in Public Employment. Applicants must ensure that their proposed plan will comply with collective bargaining requirements. Applicants proposing school calendars and schedules outside of the parameters of HRS §302A-251, must negotiate agreements that supplement any Master Collective Bargaining Agreements and should be cognizant of possible limitations of these agreements.

Evaluation Criteria. A strong response will have the following characteristics:

School calendar and daily and weekly schedules that, align with and clearly reflect the needs of the Academic Plan, and are conducive to significantly improving student learning.

Clearly describes the structure of the proposed school's day and week, including all of the required elements listed in Section III.C.2.a.-f.

Provides a reasonable teacher-student and adult-student ratio that aligns with the Academic Plan.

A staffing chart that clearly indicates all positions, is aligned with the Academic Plan, and proposes a salary structure that is in alignment with the proposed school's budget.

Provides a reasonable rationale for the staffing plan and clearly explains how the relationship between the proposed school's leadership or management team and the rest of the staff will be managed.

If the proposed school has a virtual or blended learning program, the staffing plan clearly ensures sufficient capacity for deploying and managing technology inventory and network needs with minimal interruptions to teaching and learning, including troubleshooting support for school staff and students.

1. Discuss the annual academic schedule for the proposed school. Explain how the calendar reflects the needs of the academic plan. In Attachment H (2 page limit), provide the proposed school's calendar for the first year of operation, including total number of days and hours of instruction.

The IMAG Academy will follow the approved Hawaii Department of Education school calendar for 2016-17; therefore Attachment H will not be used. In accordance with the HSTA Collective Bargaining Agreement and amendments made to the Hawaii Revised Statutes, we will employ 180 days of instruction with a total of 1080 hours within the school year. We have also developed a weekly schedule to optimize 1800 minutes of instruction per week per the change in requirements starting in SY 2016-17.

In addition, if the 2016-17 calendar follows a 1-3-1 year round model as it did this school year (2014-15), we will plan on our calendar to reflect a one-week fall break between the first and second quarters, a three-week winter break separating the first and second semesters, and a one-week spring break between the third and fourth quarters. We believe aligning with the rest of the public schools will alleviate any unnecessary burdens to our families with children in other public schools. In addition, using the HI DOE calendar will also aid in any type of professional development opportunities for our teachers and staff. These considerations ensure we are supporting our families and teachers as best we can.

The following dates will be used for planning purposes only.

Teacher work year: July 26, 2014 through June 9, 2015.

Student instructional year: August 1, 2014 through June 8, 2015.

Breaks:

Fall - October 10-14, 2016

Winter – December 19, 2016 – January 6, 2017

Spring – March 20-24, 2017

Attachment H

Note: Uploaded files should be .pdf files only unless otherwise instructed.

assets/survey-uploads/34569/2069739-KvWNILnfWi/H Attachment - Schedule - Year 2016-17 Calendar.pdf

2. Describe the structure of the proposed school's day and week, including the following:

- a. A description of the length and schedule of the school week.
- b. A description of the length and schedule of the school day including start and dismissal times.
- c. The minimum number of hours or minutes per day and week that the proposed school will devote to academic instruction in each grade.
- d. The number of instructional hours or minutes in a day for core subjects.
- e. An explanation of why the proposed school's daily and weekly schedule will be optimal for student learning.
- f. The number of hours or minutes in a day for teacher planning time.

The structure of our day and week enhances the time we will have to focus on application, assimilation, and adaptation learning goals. The schedule framework was borrowed from SEEQs, and is optimized for our vision and mission. The long instruction periods enables a multitude of instructional strategies to be used and more time to be spent on experiential activities. There are several major differences that are quickly noticeable.

1. Our morning exercise. With the use of research done by Dr Becky Bailey, our School Family embraces a Brain Smart Start. It is an essential practice for the brain to engage at higher levels of thinking (Bailey, 2000). It allows "re-connection" and a time to foster a sense of belonging to the school as well as each other.
2. By starting our instructional day later, we are able to accommodate what research suggest is a biological change in our student's body clock and sleep patterns. Early morning drop off will be available to accommodate those parents and students needing to arrive early.
3. Project time is scheduled in the afternoons to accommodate student's application, assimilation, and adaptation of knowledge and processes acquired are essential for students to see that their learning is relevant and transferable to the real world. This time is set aside to work on real world solutions through our community-centered V-BASE projects.
4. Our Wednesday lunch time focuses in on bring community, staff and family together. As our mission is also for our students to create and sustain communities, it was imperative we gave focus to our family, staff and community members with consistent and recurring time within our schedule.
5. The Academy's school hours are 8:25 am to 3:30 pm Monday through Friday. School start and dismissal times are the same every day of the week with the majority of the mornings devoted to core subject knowledge acquisition and processes. The afternoon is spent in adapting and connecting core subject knowledge to the real world through community centered V-BASE projects.
6. The School Schedule: The schedule was built to optimize 1800 minutes of instructional time each full week of school. The longer periods accommodate our instructional goal of applying what is being learned by doing or experiential activities.

150-195 mins/day ELA, Math, Science and Social Studies 855 mins/wk

40-115 mins/day Community Time- includes all subjects 440 mins/wk

65-110 mins/day Art, PE, Language 505 mins/wk

Teacher planning time is essential to ensure instruction continues to not only meet the standards, but a teacher's grade-level and our school's desired goals and objectives. Planning also ensures lessons are integrated and remain engaging, rigorous and relevant to the students. Each day employs specialty teachers in a world language, the arts or business. This time is scheduled in the afternoon (adjacent to lunch) for 65 minutes each afternoon. This time will accommodate individual, co-teaching, or grade level collaboration. In addition, every Wednesday morning for 60 minutes teachers are provided time to participate in grade level or school wide professional development.

3. Provide, also in Attachment I (10 page limit), a sample daily and weekly schedule for each division of the proposed school.

Note: Uploaded files should be .pdf files only unless otherwise instructed.

assets/survey-uploads/34569/2069739-eqQIFXKkdW/I Attachment - Daily & Weekly Schedules - IMAG.pdf

4. Staff Structure.

- a. Provide the teacher-student ratio, as well as the ratio of total adults to students for the proposed school.
- b. Provide, as Attachment J (required form), a complete staff chart for the proposed school. Prepare the submission using the Staffing Chart Template (Exhibit 2) provided by the Commission.
- c. Describe the rationale for the staffing plan as demonstrated in the staff chart.
- d. Explain how the relationship between the proposed school's leadership team or management team and the rest of the staff will be managed.
- e. If the proposed school has a virtual or blended learning program, identify the position(s) dedicated to IT support and describe the plan that will ensure sufficient capacity for deploying and managing technology inventory and network needs with minimal interruptions to teaching and learning. This includes troubleshooting support for staff and students.

The teacher-student ratio for grades K-3 is 1 teacher to 20 students. The teacher-student ratio for grades 4-12 is 1 teacher to 25 students.

DS All Adults

2016 1to9 1to9

2017 1to10 1to9

2018 1to10 1to9

2019 1to10 1to9

2020 1to11 1to10

2022 1to11 1to11

DS=Direct Support

A summary staffing chart is also presented within the Attachment to illustrate the total number of personnel the school plans to employ based on our forecasted student enrollment.

Each area below provides important components for our school to be able to create the necessary continuum of experiences and connections to our community for our students.

1. Learning environment—Classrooms

- a. Teachers-Core subjects
- b. Education Aides and Teacher Assistants
- c. Teachers-Specialty subjects
- d. Teachers-ELL

We plan on having a relatively smaller class size than most public schools. The number of teachers per student will be 1 to 20 in grades K-3 and 1 to 25 in grades 4-12 with 3 teachers per grade. In addition, we suspect a wide range of learning capabilities and styles across our student body, there for educational aides/teacher assistants are planned to augment teachers 1 for every 3 teachers. This upfront staffing decision would better enable co-teaching, small group, individual attention, hands-on activities with programs like read aloud programs, one-on-one math remediation and instruction. Under the guidance of the classroom teacher, the assistants will be able to help with face-to-face small group or individual instruction. Specialty teachers will provide classroom instruction in the arts, world language, and business. During the first year, there will be two part time positions equating to 1 FTE for all three grades. In later years, specialty teachers will augment our program and our teaching community as necessary.

Our student population will have a high concentration of English Language Learners requiring additional support. We found that most of our 192 ELL students, 57% (109) will be within our elementary grades leading us to staff our elementary level with more ELL teachers. Although our actual number of ELL certificated teachers will be guided by our Annual Measurable Achievement Objectives, therefore reviewing further review base on our actual enrollment.

Multi grade classrooms through the first couple of years are planned in order to provide a variety of courses. This will also be particularly important to better utilize core and specialty subject teachers available across the middle and high school levels. It is important to note, in most cases, if a position is less than an FTE, it will indicate a sharing of that position across school levels and the amount of time is only an estimate and will be dictated by student and teacher needs.

2. Teaching Community – Teacher Support

- a. Curriculum Resource Teacher
- b. Teachers – ELL
- c. Social Worker
- d. School Director
- e. Counselor
- f. Projects Coordinator

These positions are in direct support in providing both academic and social emotional support to our students and classroom teaching staff. We felt collegiality amongst teachers in the same grade is very important, therefore we have decided to have 3 classes/teachers per grade. This would better support mentorship, collaboration, increase grade level teacher resources to design, develop, implement, and evaluate curriculum and program requirements.

Curriculum Resource Teacher/Leader – This position would work with and support teachers with any curriculum concerns. Instructional strategies, methods and materials support would be some of the areas this position could help. There would be one position increasing to 2 in the 3rd year allowing one to focus on the elementary level and the other on middle and high school. This person could also provide instructional observation and mentorship.

Social Workers – We felt with a high percentage of our students eligible for free and reduced lunch program,

3. School Organization

- a. School Director
- b. Assistant Director
- c. Counselor
- d. Projects Coordinator
- e. Student-Parent Coordinator (Family Services)
- f. SASA
- g. Admin Services - Reports
- h. Account Clerk
- i. IT Support
- j. Facility Care
- k. Security

Organizational operations and governance requires more than the right policy development and implementation, but the right people to maintain and sustain the quality of the processes and procedures. As smooth running operations helps everyone focus on what is the most important; the academic and social development of our students.

Assistant Director - As the school grows and the added complexity of a high school, additional leadership positions have been added to ensure the “back of the house” operations continue to be effective and accountable. An assistant director was budgeted for starting in year 4 at the point when our student body reached 615. Prior years we felt the leadership/management team that consisted of the School Director, Counselors, and Curriculum Resource Teacher and the support from the Projects Coordinator and rest of the office staff to be sufficient.

Counselors – Two counselors were added in year 2 and growing to 3 at capacity in order to have 1 counselor for each school level. We felt the addition of the counselors were needed due to the added complexity of high school in year 2 and also the addition of 6 more classes and 2 more grades.

The Projects Coordinator would provide a support to the School and Assistant Director in coordinating with community partners and teachers the details of our V-BASE projects. With the support of the Student Parent Coordinator, this position would be the lynchpin to our community partners for our Community Meetings/Luncheons. This position would also be able to aid in student visits to the office if needed.

Student – Parent Coordinator - As we are family driven, we felt a dedicated person to support our students and families were necessary. We felt this position would be listening to our families and working with the director to bring fun, academic, learning programs to the school. One possible program would require this position to coordinate parent-student interactive weekend backpacks full of fun academic games created by the teachers, curriculum resource teacher and assistants for families to use and extend our academic programs while providing a venue for families to connect. This position would also be able to provide “before school” coverage and aid in student visits to the office if needed.

Attachment J

Note: Uploaded files should be .pdf files only unless otherwise instructed.

assets/survey-uploads/34569/2069739-GXV3ehIUns/J a Attachment - Staffing Template - Ratio.pdf

D. School Culture

D. School Culture

This section of the proposal should describe the systems, traditions, and policies that will promote high expectations and a positive academic and social environment that fosters students' intellectual, social, and emotional development.

Evaluation Criteria. A strong response will have the following characteristics:

Clear and coherent description of the shared beliefs, attitudes, traditions, and behaviors of the proposed school, students, teachers, parents or guardians, and administrators and how these shared beliefs, attitudes, customs, and behaviors create a school culture that will promote high expectations and a positive academic and social environment that fosters intellectual, social, and emotional development for all students.

Coherent plan for creating, implementing, and maintaining the intended culture for students, teachers, parents or guardians, and administrators. Includes a clear description of the roles of students, teachers, parents or guardians, and administrators in creating, implementing, and maintaining this culture and how these roles are aligned.

A coherent plan for enculturating students who enter the proposed school mid-year or in later grades.

Clear description of how the proposed school culture is conducive to a safe learning environment for all students and how the proposed school will identify, assess, and monitor the social, emotional, behavioral, and physical health needs of all students on an ongoing basis.

A clear description of how the school culture and staff will intentionally expose students to post-secondary educational and career opportunities at all grade levels. Clear descriptions of curricular or extracurricular programs that will provide students with access to college or career preparation and explanations of how these programs will reinforce a culture of high expectations. If any, citations to structured programs or supports, tracking systems, and individuals responsible for helping promote and monitor college and career readiness among students.

Student discipline policy that provides for appropriate, effective strategies to support a safe, orderly school climate and fulfillment of academic goals, promoting a strong school culture while respecting student rights.

Legally sound policies for student discipline, suspension, dismissal, and crisis removal, including procedural due process for all students, including students afforded additional due process measures under IDEA.

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

Legally sound list and definition of offenses for which students may or must be suspended or dismissed.

Sound plan for the creation, implementation, and maintenance of a professional culture and clear explanation of how the professional culture will contribute to staff retention, how faculty and staff will be involved in school level decisions and in developing new initiatives, and how success will be assessed.

Well-designed plan to take into account and incorporate students with special needs into the proposed school's general population. This answer is distinct from applicant's answer to Section II.H, which should focus on how the proposed school plans to provide services to students with special needs.

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

The description of the typical school day for a student and teacher is not separately rated by the evaluators. However, the description should align with the proposed school's vision and plan for school culture.

1. Describe the shared beliefs, attitudes, traditions, and behaviors of the proposed school, students, teachers, parents or guardians, and administrators and how these shared beliefs, attitudes, customs, and behaviors create a school culture that will promote high expectations and a positive academic and social environment that fosters students' intellectual, social, and emotional development for all students.

Our school culture transcends everything. It is based on one simple belief; successful and peace-filled communities are created and sustained by citizens who are innovative, mindful, accepting and giving (IMAG). This belief drives how we think, feel, act, make decisions and choose our solutions. Our academic plan, teaching strategies, and organizational policies and processes were created to work together to sustain a focus on being and becoming IMAG.

Our culture is focused on uncovering a student's social and academic IMAG strengths through individualized achievement goals. All school members to include our community partners will be able to understand these goals and gather a student's academic and social accomplishments as Evidence of Achievement Goals and Learning (E-AGLs) throughout the year--tangible pieces of proof always to be remembered.

School and classroom rituals, routines, and structures remind all of us how to notice others helpful actions, wish each other well, behave calmly and respectfully, become a valuable member of the group, and celebrate individual and group accomplishments. Our schedule fosters IMAG time with peers, family and community partners in an academic setting based on a sense of value and belonging which support critical thinking, collaboration and problem solving.

Our community centered V-BASE projects act as an essential connector of a student's learned knowledge and skills to relevant community concerns and opportunities. By integrating academics with mindful behaviors, everyone experiences the opportunities and benefits from innovative accomplishments as connections are made by the IMAG hearts and minds of our students.

2. Explain how the proposed school will create, implement, and maintain this culture for students, teachers, parents or guardians, and administrators and describe the roles of students, teachers, parents or guardians, and administrators in creating, implementing, and maintaining this culture and how these roles are aligned.

We understand how important it is to purposefully create and cultivate our school culture.

We will use a research based framework called the School Family in order for our entire school to systematically and decisively create, implement, and sustain our culture. The school and classroom structures, rituals, and routines are bounded by effective communication language and practices that require our brain to trigger higher level thinking. As we evolve as a School Family our IMAG mindset will transcend as a lifestyle, no longer awkward or questioned, but as an exceptional way for all members to connect and better understand what we have to offer the world.

Creating a School Family of acceptance and connection allows the genius in all school members to exist. Members will see their value, feel a sense of belonging, and strive to collaborate with others. Our goal as a school is to expect and model how we want our students and families to treat each other. Our school personnel will be role models for all to experience and want to emulate. As members grow in their ability to model respect-filled thinking, choices and behaviors, our reward will be the social, emotional, and academic success of our students, families, staff, and partners.

3. Describe the plan for enculturating students who enter the proposed school mid-year or in later grades.

As with any family, new members are welcomed with celebration and recognition. A new member will be assigned to a school mentor and a read aloud group. These are their first school jobs.

The school mentor group consists of 3-4 seasoned and new students responsible to welcome the new student. Two activities will take place immediately. A "selfie" with two or more group members will be added to the Friends and Family wall as a ritual of becoming the newest member in the school family. The second activity would be a tour around the campus with at least 2 mentor group members to meet the rest of the students and staff.

As important, at least two of the mentor group members will be responsible to connect with the new member via voice and text or email for at least the first two weeks of arriving at school. A staff member will also be required to connect with the student and a parent or guardian.

The new member will also be assigned to a read aloud group. The objective of this job would be to read aloud to a lower elementary class or student on a weekly basis. This would provide an immediate "connection" to younger students and would continue for at least a month.

Upon being at the school for a month, the student would transition to a new job as part of the school mentor group for at least the next month.

4. Describe how the proposed school culture is conducive to a safe learning environment for all students. Describe how the proposed school will identify, assess, and monitor the social, emotional, behavioral, and physical health needs of all students on an ongoing basis.

The IMAG mindset and practices along with the School Family framework builds and creates an environment of high expectations of safe and nurturing relationships amongst all members.

A specific classroom structure that fosters and enhances this type of mindset and environment is our incorporation of "MY" space, an area in each classroom where students are taught to go to shift back into the higher centers of their brain enabling them to eventually return to their work. In addition, respectful, specific language is taught and used to help students to assertively use their words with others in resolving hurtful situations, again freeing everyone to get back to academic work.

In addition to classroom structures, we have identified three school-specific measures to help us to identify, assess, and monitor the

academic, social emotional and the resulting behavioral and physical health of our students.

School-Specific Goal 3 helps us to focus on a social emotional health as required for academic success. The use of a formalized tool (BASC-2) will strive to identify students with a higher risk for behavioral concerns, enabling more focused learning (intervention) to take place. As our School Family culture evolves, we also hope to see a decrease in a teacher's classroom management . School-Specific Goals 4 and 5 support our community centered V-BASE learning as it focuses our students on being innovative, mindful, accepting, and giving in their decision making process and in their solution selection. It evaluates their thinking and resulting choices.

5. Describe how the school culture and staff will intentionally expose students to post-secondary educational and career opportunities at all grade levels. Identify the curricular or extracurricular programs that will provide students with access to college or career preparation and how these programs will reinforce a culture of high expectations. Cite any structured programs or supports, tracking systems, and individuals responsible for helping promote and monitor college and career readiness among students.

Our community centered V-BASE projects used at all grade levels ensures and enhances relevant exposure and experiences with careers and post-secondary education students may find interesting. These purposeful connections to meaningful opportunities within our communities serve as real world lessons in learning and interacting with those in careers and professions available to each student. Community project time every afternoon and lunch with mentors and family on Wednesdays affords opportunities for students to spend time with mentors from the community. Some afternoons may also be used to conduct research relevant to class and school projects which may include gathering information about applicable careers and/or post-secondary requirements.

6. Student Discipline.

- a. Describe the proposed school's philosophy on student behavior.
- b. Describe the proposed school's code of conduct, including policies for discipline, suspension, dismissal, and crisis removal. Describe the procedural due process for all students, including students afforded additional due process measures under IDEA. Describe how teachers, students, and parents or guardians will be included in the development and/or modification of these policies.
- c. Include a list and definitions of the offenses for which students in the school must (where non-discretionary) or may (where discretionary) be suspended or dismissed.

At the core of the School Family framework, children are seen as capable human beings and discipline as being conscious guidance from another. This definition allows us to view problems as learning opportunities and a way to acknowledge someone's call for help through their behavior and resulting consequence. Although, we don't expect all behavior problems to be eliminated, we will apply the language of understanding and love and through our modeling, routines, and classroom structures we hope to curb the most serious behaviors.

We believe in the intent of the Hawaii Board of Education's rules on Student Misconduct (commonly referred to as Chapter 19) to keep all students and school personnel safe. All students, to include those students with special needs and/or disabilities, have rights and the control of their situations, especially during disciplinary actions and proceedings. Mindfulness of all involved will be essential. The procedures for due process and appeal when a student is suspended or expelled as a result of a violation to the code of conduct will be followed as outlined within the HI BOE's Chapter 19.

In addition, additional due process procedures under the Individuals with Disabilities Education Act (IDEA) will be followed to include, but not limited to notification and receipt time lines, resolution processes, and meeting requirements. The evaluation of this process will be reviewed during the start-up phase and on a periodic basis to ensure our policies are in alignment with the IDEA law and Hawaii BOE guidelines..

Offenses leading to suspension or expulsion and the list of offenses that the school must (non-discretionary) and may (discretionary) have a student suspended or expelled are used as listed and defined in Chapter 19 of the HI BOE's rules of Student Misconduct. The offenses identified as non-discretionary are those that can result in the very next act being fatal, therefore the safety of all school and community members must be protected to the fullest ability of our staff.

7. Describe the professional culture of the proposed school, and describe how this culture will be created, implemented, and maintained. Discuss how the professional culture will contribute to staff retention, how faculty and staff will be involved in school level decisions and in developing new initiatives, and how success will be assessed. Professional development and evaluation will be covered in Section VI.D of the Final Application and should not be discussed here.

A supportive and supported teaching community seems to be a rare commodity. But like any other family, these words are to be a common way of life at The IMAG Academy. Although a lot of preliminary decisions will be made before most if not all of the teachers will be hired, structures have been put in place to create a professional, teaching community. The very decision to have three teachers per grade was to create this important atmosphere of mentorship, collaboration, leadership, and innovation which would allow co-teaching and subject specialization. In addition, our community centered V-BASE projects will further create a sense of collegiality between all grade levels. School schedules have been built to ensure a sense of community and time for professional development. Research and discussions over the years have made it clear that the teacher is the touchpoint for our students and the lynchpin to a positive learning environment. Many of the decisions made in shaping The IMAG Academy were informed by creating a professional and trusted space with the educator in mind. Therefore, their voice will always be incorporated into all aspects of the school. We suspect that not only will retention be high, but innovation will skyrocket!

8. Explain how the proposed school's culture will take account of and incorporate students with special needs, including students receiving special education services, English Language Learners ("ELL"), and any students at risk of academic failure, into the proposed school's general population. This answer should focus on school culture; a more detailed explanation of the proposed school's plans to service students with special needs will be covered in Section III.F.

The culture of The IMAG Academy is not just about being innovative in our solutions and decision making, but ensuring we are also mindful, accepting, and giving when it comes to our entire School Family. This type of holistic view is perfectly suited for our student population because it focuses on creating a safe and nurturing space for all members across the entire school campus and community. At capacity, we will be expecting approximately 185 students to be English language learners. In addition, 583 of our 915 students will be at risk for academic challenges due to their disadvantaged socioeconomic status. These types of high numbers not only trigger our innovative juices, but it also informs us of how important the social emotional learning will be to communicating high expectations to our students as respected and valued members of our School Family. The IMAG culture or the School Family is not a weekly 30 minute lecture given by a counselor or teacher. It is unlike other character education or positive behavior rewards programs. Like any other family, our culture is a conscious and unconscious way of life. It is comprehensive, and inclusive of all members of our family.

9. If the proposed school is expected to serve a high proportion of economically disadvantaged students, describe how the proposed school will address the anticipated academic challenges posed by the lack of socioeconomic diversity and the concentration of poverty among its students.

The IMAG Academy is expecting to have a large percentage of economically disadvantaged students. Of our 390 elementary students, we expect 273 of them to be in the free or reduced lunch program, while 310 of our middle and high school students receiving benefits. This large number of students (583 of 915) suggests additional academic challenges due to a lack of socioeconomic diversity. Creating the IMAG culture and our School Family will ensure each child is viewed and supported at whatever academic or social level they may be at. This is the whole purpose of a family. When a family views each member as unique vs as a unit of a disadvantaged group, each member will be accepted and given what they need to succeed. Our culture is no different, but because we are a school, a professional organization facilitating the transfer and adaptation of knowledge and skills we have created concrete structures to ensure each student is given what they need, when they need it. For example, every child will have an Individual-Achievement Goals and Learning (I-AGLs) plan to ensure each student's needs are outlined. A student's accomplishments are gathered as evidence of their achievement goals and learning (E-AGLs) helping everyone to work with a student, continuously altering expectations and targets.

10. In Attachment K (1 page limit), describe a typical school day from the perspective of a student in a grade that will be served in the proposed school's first year of operation.

Note: Uploaded files should be .pdf files only unless otherwise instructed.

assets/survey-uploads/34569/2069739-FMoWwFTKsv/K Attachment Student Day.pdf

11. In Attachment L (1 page limit), describe a typical school day from the perspective of a teacher in a grade that will be served in the proposed school's first year of operation.

Note: Uploaded files should be .pdf files only unless otherwise instructed.

assets/survey-uploads/34569/2069739-QE9pQLqvXa/L Attachment - Teachers Day.pdf

E. Supplemental Programs

E. Supplemental Programs

This section should describe any supplemental programs that are integral to the proposed school's academic plan. These supplemental programs can be a part of the proposed school's growth plan if they will not be implemented immediately.

Evaluation Criteria. A strong response will have the following characteristics:

Sound plan, design, schedule, and funding for summer school that will meet anticipated student needs, if applicable.

Well-designed plans and identified funding for extracurricular and co-curricular activities, programs, and services that will meet anticipated student needs and provide enrichment experiences that are in alignment with the Academic Plan.

1. If applicable, briefly describe any summer school programs the proposed school will offer; how the programs are integral to the proposed school's academic plan; the schedule and length of the program; how the program will meet anticipated student needs; and how the programs will be funded. If the programs will not be implemented in the first year of operation, describe the timeline for implementation.

Note: If this question does not apply, simply respond "Not Applicable," and state the reason this question is not applicable to the proposed school or plan.

Simple and integrated supplemental programs will be imperative to fulfil our vision and mission. These programs, when infused and integrated into the school's culture and academic offerings, can continue to extend our efforts in the cognitive, emotional and social development of our students.

As our vision of becoming a trusted resource for the community is seriously analyzed, we have come to realize a parent's or guardian's work does not stop during our school breaks, therefore we must meet our family's needs whenever possible.

In order to ensure our supplemental programs are given dedicated time and focus, a part time Projects Coordinator will be used to organize and manage projects and supplemental programs. During intersession and summer periods, this position may have to transition to full time in order to manage the necessary activities of the specific program.

Intersession and Summer Program. Our intersession and summer programs will serve similar goals; extended learning opportunities and to provide a safe and nurturing place a family can trust. It will focus on incorporating V-BASE application and hands-on experiences with field trips around the local community.

The intersession program will incorporate the themes being used in school. It will extend a student's learning by incorporating smaller scoped V-BASE projects.

The summer program will emphasize the arts and business in V-BASE. For example, it will provide sessions in a variety of areas, such as music, performing and visual arts, computer programming, robotics, foreign language, and leadership development.

Table 2.3, Supplemental Program – Information, provides an overview of both the summer and intersession programs.

The number of participants will be dependent upon our facilities. The following is determined according to our acquiring a location with the minimum space of 6000 square feet.

InterSession and Summer Info

Oct 10 – 14, 2016

Dec 19 2016 – Jan 6 2017

Mar 20 – 24, 2017

Summer dates

Jun 9 – July 28, 2017

Daily Schedule:

8:30-3:30 (Before and After program care may be available)

Participants: 150 max (first year)

Open to the public (estimate to have 80% Academy students)

Fee based (scholarships will be available)

Marketing: In school flyers, district school flyers and announcements, public announcement and community (Mid-Week) and partner calendars

Session Leaders: Academy teachers, other DOE teachers, business providers

Management Personnel: Projects Coordinator and an administrative assistant

2. If applicable, describe any extracurricular or co-curricular activities or programs the proposed school will offer; how they are integral to the proposed school's academic plan; how often they will occur; how they will meet anticipated student needs; and how they will be funded. If the activities or programs will not be implemented in the first year of operation, describe the timeline for implementation.

Note: If this question does not apply, simply respond "Not Applicable," and state the reason this question is not applicable to the proposed school or plan.

Before and After School Program. The goal of the before and after school program is to provide families a trusted and safe place for their child(ren). It will also be able to provide academic help when necessary by incorporating homework help and/or V-BASE projects on a smaller scale. As we would want these programs available on the first day of school, a survey sent out to all perspective students will aid on what may or may not be needed.

Initially, the cost of this program may have to be paid by each individual parent requiring the program. The A+ program funds provided by the state may be able to fund some of the costs and would be dependent upon the eligibility of those who may need or want the program. More research regarding program funding will have to be done.

At the minimum, these supplemental intersession and summer programs may be able to act as a funding source for our facilities (rent, utilities, maintenance, insurance, etc) during our break and vacant times. In the best possible win-win situation, as we model our own IMAG and V-BASE strategies with the resources we have within our community, the intersession and summer programs could also become a sustainable fundraiser for the school to not only cover facility costs, but to also provide a consistent revenue stream to the school. A business model used by Kamaaina Kids would be to have a totally different management staff plan and lead these programs. Current teachers and staff could be used as supplemental personnel based on their desire and availability. This would ensure our normal school teachers would not be overwhelmed or have it detract from either effort. More research will have to be done based on our final facility location, partnerships and alliances, available grants, and program needs.

F. Special Populations and At-Risk Students

F. Special Populations and At-Risk Students

NOTE: The proposed school will be linked to the District/Complex Area Special Education Office (“DES”) in the proposed school’s geographic area. Special education services will be coordinated out of the district office, as they are for all public schools. The charter school must ensure that each of its students with an individualized education program (“IEP”) receives all special education supports identified in the student’s IEP. The range of services may include related services, such as occupational and physical therapy, orientation and mobility training, adapted physical education, or assistive technology. Special education eligibility or the existence of an IEP is not a factor that a charter school can take into account when considering students for enrollment.

All charter schools must ensure that a Free and Appropriate Public Education (“FAPE”) can be provided for all enrolled students with disabilities. Once formed, the proposed school will consult with its DES to explore options for meeting the requirements of the offer of FAPE. The DES will review all of the current IEPs of special education students enrolled in the school and may offer staff, funding, or both to the school based upon the same per-pupil weighted formula used to allocate resources for special education students in DOE-operated schools. Applicants are expected to be familiar with and comply with all special education laws and requirements.

Evaluation Criteria. A strong response will have the following characteristics:

Demonstrated understanding of, and capacity to fulfill, state and federal obligations and requirements pertaining to students with special needs, including students with an IEP or Section 504 plan, ELL students, students performing below grade level, students identified as intellectually gifted, homeless students, and students at risk of academic failure or dropping out.

For each of the aforementioned groups (and any other groups the applicant identifies), a comprehensive and compelling plan or explanation for:

How the evidence from which the projection of anticipated special needs populations was derived.

Curriculum, daily schedule, staffing plans, instructional strategies, and resources that will be designed to meet the diverse needs of all students.

Methods for appropriate identification and avoidance of misidentification and how these methods will be funded.

Specific instructional programs, practices, and strategies the proposed school will employ to do things like provide a continuum of services; ensure students’ equitable access to general education curriculum; ensure academic success; and opportunities the proposed school will employ or provide to enhance students’ abilities.

Monitoring, assessing, and evaluating the progress and success of students.

For proposed schools with a high school division, a plan to promote graduation.

Plans to have qualified staff adequate for the anticipated special needs population.

If the proposed school’s plan contains a virtual or blending learning program, a clear description of how the virtual component addresses students with special needs.

Clear illustration of how the proposed curriculum and academic plan will accommodate the academic needs of students performing below grade level and a clear description of the supports and instructional strategies that will support students in meeting and exceeding standards.

Clear description of how proposed school will identify students that would benefit from accelerated learning opportunities, illustration of how the proposed curriculum will accommodate those performing above grade level, and a comprehensive description of the supports that will ensure the students are challenged and able to access the level of rigor that aligns with the students’ individualized needs.

1. Outline the overall plan to serve students with special needs, including but not limited to students with IEPs or Section 504 plans; ELL students; students performing below grade level; students identified as intellectually gifted; homeless students; and students at risk of academic failure or dropping out. For each of these types of students, describe the following:

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

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

c. Methods for identifying potential students with special needs, how these methods will be funded, and how misidentification will be

avoided;

d. Specific instructional programs, practices, and strategies the proposed school will employ to do things like provide a continuum of services; ensure students' equitable access to general education curriculum; ensure academic success; and opportunities the proposed school will employ or provide to enhance students' abilities;

e. Plans for monitoring, assessing, and evaluating the progress and success of students with special needs. For students with special education needs, the plan should ensure the attainment of each student's IEP goals. For ELL students, plans should include how to exit students from ELL services;

f. For proposed schools that have a high school division, plans for promoting graduation;

g. Plans to have qualified staff adequate for the anticipated special needs population, especially during the beginning of the first year; and

h. If the proposed school's plan contains a virtual or blended learning program, include a description of how this program addresses students with special needs. This may include IEP meetings and modifications, as necessary, for transitioning to a fully or partially online learning program.

Special Needs – The percentage of students with Individualized Educational Programs (IEP) or Section 504 plans are presented below alongside the actual number of students we are expecting. Our information is taken from each Waipahu Complex area school's School Status and Improvement Reports of SY 2012-2013. The aggregate percentage and number is presented here for each school level.

High School: 10% or 30 students

Middle School: 9% or 20 students

Grades K-5: 8% or 31 students

The methods used to identify potential students with special needs will be based on several possibilities; a referral from a teacher, counselor, or administrator. In addition, the referral must be triangulated with several pieces of evidence supporting the requester's concern. The student or parent may also request an evaluation/referral. Currently, these requests will be coordinated and managed by our Student Services Coordinator and forwarded to our DES. Evaluations will be coordinated through our SSC and classroom teachers. Parents will be notified as required; permission to evaluate, etc.

We have several layers of strategies to ensure a continuum of services is provided, which is available to all students. One critical element to our instructional framework is our School Family. Our School Family will not only help to create a mindful, accepting, and giving learning environment, it will also provide social-emotional and communication development structures in all classrooms. Through the structures, rituals, routines and language used in the classroom and across the school, all students will experience a sense of value and belonging.

In addition to the School Family structures and instructional practices, within the classroom, The IMAG Academy will be employing one Teacher Assistant for every three teachers; this would allow for more differentiated lessons, one-on-one or small group time. Also at the classroom level is the number of teachers at each grade level. In order to provide a supported and supportive teaching community, three teachers will be teaching at each grade level. This type of manning will also allow for co-teaching to exist as well, allowing a variety of innovative instructional strategies to be used enabling our teachers to accommodate all types of learners, to include under-achievers as well as gifted and talented.

At the school organizational level, a Counselor, Social Worker, Curriculum Resource Teacher, Student and Parent Coordinator and Student Services Coordinator will be on staff to assist teachers, students and parents with any type of special requests. Individually or as part of a FORE team, these professionals will be available to all students.

In addition to personnel manning decisions to ensure professional and expert personnel are available, is our use of instructional practices that include different instructional strategies to work towards appropriate level of CCSS mastery. More importantly, community-centered V-BASE projects will ensure hands on connections are made to learned knowledge and skills. This type of hands-on activities is ways to provide a continuum of services regarding differentiated instruction.

Depending on the IEP or 504 plan, another policy and structure we have put in place is that every child will receive and keep a Performance Achievement Record. This record has two types of documents. The first is an I-AGL or an Individual Achievement Goals and Learning plan. If helpful, this will be in addition to the IEP/504 plan. The other part is made up of pieces of evidence of achieved targets and milestones called E-AGLs or Evidence of Achieved Goals and Learning. These pieces of evidence are determined by the student and teacher and can be a completed, improved test or a video recording of a hike of the student identifying the major types of gardens in the area. This holistic view ensures we look at all types of accomplishments and not just test scores.

English Language Learners – The total number of English Language Learners is projected to be approximately 192 students. The percentage of students considered to by English Language Learners are presented below along side the actual number of students we are expecting in each school level. Our information is taken from each Waipahu Complex area school's School Status and Improvement Reports of SY 2012-2013.

High School: 11% or 31 students

Middle School: 23% or 52 students
Grades K-5: 28% or 109 students

There are additional services to the structures and personnel in place at The IMAG Academy that is available to all of our students. In addition to the policies and structures discussed above and presented below, we have planned to support our 192 expected ELL students through employing special teachers certified to be ELL educators.

1. School Family, our ability to provide
2. Different and engaging instructional practices due to our manning decisions with teachers and teacher assistance,
3. Professional Counselor, Social Worker, Curriculum Resource Teacher on staff
4. Our holistic look at student achievement
5. Community-centered V-BASE projects,
6. Incorporation of individualized achievement plans and performance records for all students

As we grow we have budgeted to have anywhere from 2 ELL educators during our first year to 11 at capacity. Students may be referred or self-select to be evaluated for being and ELL. Once determined, the student will become part of a team to continually assess their ability's in acquiring English at a productive level.

The curriculum materials we've selected also have ELL components that can be used if necessary.

At Risk for Academic Failure – The total number of At Risk students is projected to be approximately 588 students. The percentage of students considered to be at risk for academic failure is presented below alongside the actual number of students we are expecting in each school level. Our information is taken from each Waipahu Complex area school's School Status and Improvement Reports of SY 2012-2013. The used the percentage of students on the Free and Reduced Lunch Program as an indication of being socioeconomically disadvantaged. We've listed homeless students in this category, but realize they may require slightly different or additional services to include, but not be limited to counseling and outside of our scope requiring to employ external levels of support.

High School: 57% or 171 students
Middle School: 64% or 144 students
Grades K-5: 70% or 273 students

In addition to the School Family structures and instructional practices, within the classroom, The IMAG Academy will be employing one Teacher Assistant for every three teachers; this would allow for more differentiated lessons, one-on-one or small group time. Also at the classroom level is the number of teachers at each grade level. In order to provide a supported and supportive teaching community, three teachers will be teaching at each grade level. This type of manning will also allow for co-teaching to exist as well, allowing a variety of innovative instructional strategies to be used enabling our teachers to accommodate all types of learners, to include under-achievers as well as gifted and talented.

At the school organizational level, a Counselor, Social Worker, Curriculum Resource Teacher, and a Student and Parent Coordinator will be on staff to assist teachers, students and parents with any type of special requests. Individually or as part of a FORE team, these professionals will be available to all students.

In addition to personnel manning decisions to ensure professional and expert personnel are available, is our use of instructional practices that include different instructional strategies to work towards appropriate level of CCSS mastery. More importantly, community-centered V-BASE projects will ensure hands on connections are made to learned knowledge and skills. This type of hands-on activities is ways to provide a continuum of services regarding differentiated instruction.

2. Identify any other special needs populations and at-risk groups that the proposed school expects to serve, whether through data related to a specifically targeted school or geographic area or more generalized analysis of the population to be served. For each of these other identified groups, describe the elements listed above in Section III.F.1.a–h. Describe the evidence or data that was used to determine that the proposed school should anticipate serving the population.

Note: If this question does not apply, simply respond “Not Applicable,” and state the reason this question is not applicable to the proposed school or plan.

The percentage of students having attended preschool will be approximately 30-40% of our entering Kindergarteners. This figure suggest that anywhere from 60-70% of our students will be attending a formalize school for the first time. This figure is the lowest percentage in comparison to the rest of Oahu complex area which seem to range from about 50% to well over 89%. This type of readiness issue can pose problems if not addressed in a proactive way.

Our School Family framework and all of our normal policies, instructional strategies, and personnel support resources will also

accommodate a youngster new to the school setting. With that said, it may be essential for our Kindergarten students to attend a transition program during the summer. We will have to be ready to accommodate 36 to 42 new students sometime before the opening of our normal school year. Another option would be to focus our first couple of weeks on connecting with our new and excited youngster and use this time to acclimate our newest school family members with acceptance and love. We must also realize that this transition will not only be for our students, but their primary care provider as well. Our Student-Parent Coordinator will be able to provide support and resources if necessary. We have found that communication flow is the best policy during this time and a special program will be developed for this special group of parents and guardians. This realization will also lead us to possibly seek a pre-school authorization through the HI DOE P-20 program to have a public school funded location in the future.

3. Illustrate how the proposed curriculum and academic plan will accommodate the academic needs of students performing below grade level. Describe supports in place, as well as instructional strategies beyond special education that will support underperforming students in meeting and exceeding standards over time.

Based on a review of our HSA test score percentages of children meeting standards, these varied widely depending on the school a child is currently attending. Therefore, it would be safe to estimate anywhere from 40-60% of our students to initially score below the state's established targets. Therefore, we will be expecting anywhere from 366 to 549 students scoring below the state's established targets at capacity. Our more immediate need as we open our doors in August 2016 is to ensure we are ready for 84 to 126 students experiencing low scores.

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

As in accommodating students' needs in achieving grade level academic success, accelerated learners and gifted and talented students will also require our additional attention and a continuum of services. We were not able to find specific data of the percentage or number of students considered intellectually gifted within the state or within our complex area. Although, further investigation to find the percentages of students scoring in the "exceed proficiency" category of our HSA assessments in English Language Arts, Math, and Science could give us an indication of the number of students to expect. In order to have an initial idea of possible numbers, we've used the same 5% figure as Strive HI system uses to identify "exceptional schools" an estimate, until a better planning estimate can be found or confirmed.

An additional resource that may be helpful above and beyond what we've already created is partnerships with local business to offer internships and possible enrollment at the local West Oahu University or community college through either the Early College Program or an early entry agreement.

G. Academic Plan Capacity

G. Academic Plan Capacity

Evaluation Criteria. A strong response will have the following characteristics:

Evidence that the key members of the proposed school's academic team have the collective qualifications (which may include, but is not limited to, documented and relevant credentials and experience reflected in the resumes of all members and an understanding, as demonstrated by the application responses, of challenges, issues, and requirements associated with running a charter school) to implement the school's Academic Plan successfully, including capacities in areas such as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent or guardian and community engagement. Clear ties to and/or knowledge of the community in the area where the facility is or will be located and/or areas where the anticipated student population will come from.

Evidence that any organizations, agencies, or consultants that are essential to successful planning, establishing, and implementation of the plan are committed to an ongoing role with the proposed school, if applicable.

If the school director is identified: Evidence of the school director's experience in and ability to design, launch, and lead a charter school that will effectively serve the anticipated student population, as well as evidence that the proposed leader is well qualified to implement the Academic Plan being proposed. A thorough recruiting and selection process where candidates were screened using rigorous criteria and selected based on experience and ability to design, launch, and lead a charter school.

If the school director is not yet identified: An appropriate job description or qualifications and criteria that is designed to recruit a school director with the experience in and ability to design, launch, and lead a charter school that will effectively serve the anticipated student population and implement the Academic Plan. A clear and appropriate timeline that aligns with the proposed school's start up plan and a comprehensive plan for a thorough recruiting and selection process where candidates will be screened using rigorous criteria.

Appropriate responsibilities and qualifications for the school's leadership or management team beyond the school director.

If there are any members of the proposed school's leadership team or management team beyond the school director who are identified: Evidence that the individuals demonstrate the qualifications, capacities, and commitment to carry out their designated roles to ensure the success of the proposed school.

If there are any members of the proposed school's leadership team or management team beyond the school director who are not yet identified: Sound job description or qualification, timeline, criteria, and process for recruiting and hiring the leadership team.

1. Identify the key members of the applicant's team that will play a substantial role in the successful implementation of the Academic Plan. These may include current or proposed governing board members, school leadership or management, and any essential partners who will play an important ongoing role in the proposed school's development and operation.

2. Describe the academic team's individual and collective qualifications for implementing the proposed school's Academic Plan successfully, including capacity in areas such as:

- a. School leadership, administration, and governance;
- b. Curriculum, instruction, and assessment;
- c. Performance management; and
- d. Parent and community engagement.

Our key members consist of board members, our school director, essential partners, and guidance from HI DOE educational specialist and HSTA. Our discussions with Leeward ELL and Social Studies District Educational Specialists, Greg Uchishiba and Rosanna Fukuda, and HSTA Leeward representative, Joe Perez has been particularly helpful in building this academic plan and their insight will continue to be requested.

Our school director will be the lynchpin in planning and implementation. Therefore, focused narrative is included under each capacity heading.

School leadership – Sheila Buyukacar and Proposed Board Member

Sheila has over 30 years of organizational development. Her policy and process development expertise is essential to a startup charter

school. As a prior certified instructor, she is grounded in the School Family framework.

Proposed Board Member (Retired Principals) – We are actively pursuing a number of educational visionaries (retired principals) that live in the leeward area. We feel with their experiences within the HI DOE and our student population would greatly enhance our capacity to plan for the unexpected.

Administration, governance, performance management – Cheryl Cudiamat and Sheila Buyukacar
Cheryl Cudiamat is currently a small business owner of a preschool in Pearl City. She opened up Keiki Care Center in record time and have evolved as a much sought after preschool for children in and around the area. Her knowledge in administration and governance is unquestionable.

Sheila has also learned business administration and governance academically, as well as by doing. She was able to offer her DreamSmart and later Connections Program over the years.

Curriculum-instruction – Hanlan Bowler, Donna Porter, Jonathan Gillentine and Sheila Buyukacar
With over 15 years of teaching experience in San Diego and Hawaii, Hanlan Bowler's experience in project based teaching aligns with our instructional framework.

Donna Porter's 10 plus years within the classroom and CD implementation within her own high school classroom will tremendously aid the School Family framework implementation.

Jonathan Gillentine's preschool inclusion class will allow us to better understand the important transition of Pre-K to K. His expertise within the HI DOE for over 20 years will also give us insight into the elementary classroom dynamics that persist today.

As the developer of the original DreamSmart curriculum and a prior CD certified instructor, Sheila will bring not only deep understanding of The IMAG Academy's instructional framework, but a well thought out implementation plan full of details.

Assessment – Sheila Buyukacar with Kathryn Tydlacka
With the help of Kathryn Tydlacka and her Contextual Foundation Learning program we will be able to quickly and continuously assess our students and in creating their I-AGLs.

HI DOE Leeward District Educational Specialist has been very helpful during this planning phase. Their knowledge of IDEA and HI and US DOE requires are priceless. We look forward to accepting their offer of support and will ensure they are involved in our policy and organizational process development.

Parent and community engagement – Cheryl Cudiamat and Sheila Buyukacar
Through their businesses, both Cheryl and Sheila have been intimately involved in the need for parent and community engagement.

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

Two of our team members have ties to the area where our anticipated population will come from; our school director Sheila Buyukacar and Board Member Cheryl Cudiamat. Sheila grew up in Waipahu and attended August Ahrens, Waipahu Intermediate, and graduated from Waipahu High School. Recently, she was also a long term substitute teacher at Waipahu High School. Waipahu High School offers a multitude of great programs. They have even been proactive in creating smaller learning communities within their large campus, this has seen success and accolades. We hope The IMAG Academy will not be seen as a competitor, but as a village resource, at the least, added capacity and a small school alternative to the current schools in Waipahu.

Ms Cheryl Cudiamat is a local Filipina and her family is very involved in the Filipino Community Center in Waipahu, recently holding a board of directors position.

4. Identify any organizations, agencies, or consultants that are essential partners in planning and establishing the proposed school, along with a brief description of their current and planned roles and any resources they have contributed or plan to contribute to the proposed school's development. Include, as Attachment M (no page limit), existing evidence of support from such entities and whether such entities are committed to an ongoing role with the proposed school, if applicable. Evidence would be letters of intent or commitment, memoranda of understanding, and/or contracts.

We have several consultants that will be essential to our planning and establishing the proposed school; Mr Tom Mitrano and Dr Jonathan Gillentine. Attachment M contains their letters of support and summaries of their experience.

Mr Tom Mitrano is a consultant with extensive experience in strategic development and facilitation. We look forward to receiving help with our on-going search for expert and committed board members. He may also be looked to help with our board upon charter approval. Mr Mitrano has spent several hours with our school director thus far discussing the needs and possible members to solicit commitments.

Dr Jonathan Gillentine is an awarded national board certified teacher. He recently left the classroom after 20 years to join the HI DOE Windward District Office as a district early learning specialist and resource teacher. His knowledge about special education and inclusion in the earlier primary elementary grades will be helpful to understanding and planning our SPED and inclusion policies and practices. His access to resources and knowledge about the workings of the HI DOE has been and will continue to be valuable during our planning and implementation phases of The IMAG Academy.

Attachment M (no page limit)

Note: Uploaded files should be .pdf files only unless otherwise instructed.

assets/survey-uploads/34569/2069739-fiAhdaIysN/M Attachment Planning Capacity Mitrano - Gillentine.pdf

5. Identify any organizations, agencies, or consultants that are essential to the successful implementation of the Academic Plan, along with a brief description of their current and planned roles. Include, as Attachment N (no page limit), existing evidence of support from such entities and whether such entities are committed to an ongoing role with the proposed school, if applicable. Evidence would be letters of intent or commitment, memoranda of understanding, and/or contracts.

The current board members truly understand the need for expert advice and manpower during the startup and implementation phase. We look forward to the help Ms Donna Porter and Kathryn Tydlacka will provide. Attachment N contains their letters of support and information and resume outlining their experiences.

There will be many things to be completed before we can successfully open our doors for SY 2016, but the two of the most critical will be the development and implementation of the School Family and the training and proper use of a consistent student assessment tool to be incorporated at the classroom level. We are fortunate to be able to acquire agreements with two professionals in these two areas.

Ms Donna Porter is a Conscious Discipline (CD) Certified Instructor and Educational Consultant. Currently she has been a sounding board for our director on the structures used with older students within high school classrooms. Her future role will continue to be as an advisor on implementing Conscious Discipline at a school level. As we approach the 2016 school year, Ms Porter will be assisting Sheila Buyukacar in providing our Conscious Discipline and School Family training to all staff and teachers. Her guidance will also be used to help with structures within the classroom and across the campus. Her successful experience with using the CD structures, language, rituals, and routines with older students will be invaluable to our efforts.

Ms Kathryn Tydlacka is the Director of the newest approved charter school scheduled to open in 2015; Ka'u Learning Academy. She has agreed to allow us to use her proprietary Contextual Foundation Learning program which will be important to our teachers quickly and continually being able to assess a student's individual strengths and weaknesses. She has agreed to consult with our director upon our charter approval and to work out options regarding professional development for our teachers in June/July 2016.

Attachment N (no page limit)

Note: Uploaded files should be .pdf files only unless otherwise instructed.

assets/survey-uploads/34569/2069739-LPIugZvRnn/N Attachment - Implementation Capacity Porter - Tydlacka.pdf

6. School Director.

Is the proposed school director known at this point ?

Yes

a. If known, identify the school director. Provide, as Attachment O (no page limit), the resume for this individual. Summarize the school director's academic and organizational leadership record, and briefly discuss how this individual's experience qualifies him or her to lead the proposed school in achieving its mission. Describe evidence of the school director's ability to effectively serve the anticipated population and implement the Academic Plan. Describe the recruiting and selection process used in selecting the school director and provide the criteria used.

Attachment O holds information as evidence and insight into Sheila Buyukacar's experience and educational philosophy.

We have chosen Sheila Buyukacar as our School Director. Sheila not only has the academic, educational background, and organizational leadership to turn a concept into a reality, she is passionate about the vision and mission of The IMAG Academy. In fact, The IMAG Academy is Sheila's brain child. With her years of organizational development in the US Air Force and as a consultant and her curriculum and program development upon retiring, she was the natural choice to lead this effort.

Throughout the last decade she has been refining her DreamSmart curriculum she developed in Colorado Springs. Knowledge, skills and action has been the foundational concept driving the need for not only rigor, but relevance. It keeps her and her students engaged and learning. Her experience in creating, finding the venue to offer classes, and then teaching the program started in late 2006 where over 70 children experienced the DreamSmart way. Moving back home in late 2007 derailed the program from continuing as scheduled throughout 2008. In 2009, in response to our Furlough Friday crises and a need voiced by families at Kahala Elementary, she sought and received permission to lease facility space and offered Connections Friday, a modification of her Colorado program. Again, she took a concept and turned it into a breathing and legal entity, engaging students by not only offering content, but by actually turning it into a hands on experience. She was even able to incorporate a number of structures of the School Family as well.

Her career in the US Air Force has primed her to step up to any challenge and for 20 years she succeeded at all levels because she always answered the question, "How can we do it?" It is this type of mentality and experience needed to turn The IMAG Academy from a concept into a reality with the essential foundational organizational policies, procedures, infrastructure and an accepting culture.

This type of challenge will require more than just an educator with school administration background. It will require a business person passionate about the possibilities the world has to offer its children and citizens. Sheila is the perfect choice to make the necessary connections from student learning and our teachers teaching strategies to provide an organization that is a leader and provider to its school family and a partner with its community. Sheila has done that by combining the rigor of standards based content and skills with the IMAG culture and the focus of our V-BASE projects. A leader that understands what it will take and to combine our best in teaching, learning, and acting is essential. More importantly, it will not only require the knowledge and skills to synergize a school to become a place of learning, but it will take a vision and dedication to our mission to challenge everyone and solve the concerns and issues of its community. Sheila Buyukacar is the best candidate!

Attachment O (no page limit)

Note: Uploaded files should be .pdf files only unless otherwise instructed.

assets/survey-uploads/34569/2069739-zTDSxqwDLJ/O Attachment Director's Resume - Statement of Interest.pdf

7. Management Team. Describe the positions that will make up the proposed school's management team beyond the school director, if any.

Are the individuals who will fill these positions known at this point ?

No

b. If not known, provide as Attachment R (no page limit) the job descriptions or qualifications and criteria that will be used to select these positions. Describe the timeline, recruiting, and selection process for recruiting and hiring these individuals.

The positions within The IMAG Academy considered to be essential to leading our School Family and managing our limited resources are the Curriculum Resource Leaders, Student Services and Project Coordinator, Counselors, and our Business Manager. These positions will become increasingly important as we approach and reach our capacity of 390 elementary, 225 middle, and 300 high school students. Although they may be considered small schools when considered individually, as a whole with 915 students, it will be important to ensure the proper personnel are focused accordingly.

At this time, none of the personnel has been identified; therefore Attachment Q will not be used. Their position descriptions are provided in Attachment R.

Hiring Criteria

The criteria to be used will be based on

1. Commitment to our mission and vision
2. Commitment to our instructional framework
 - a. Standards based
 - b. Community centered V-BASE projects and IMAG Practices
 - c. School Family
3. Mindset and acceptance toward our high level of disadvantaged and ELL students.
 - a. Also of concern will be each candidates view of our low ethnically diverse populations; Filipino, Native Hawaii, Samoan, Micronesian
4. Understanding and experience in “start-up” organizations
5. Level of knowledge within their specific positions
6. Required and preferred credentials

Hiring Plan – Phase

November – December 2015– Start recruitment – awareness campaign

February – March 2016 – 1st hiring cycle

April – May 2016 – 2nd hiring cycle

June – July 2016 – 3rd hiring cycle (if needed)

Selection Process – Non-Teaching Positions

1. Application Accepted/Reviewed
2. Telephone interview
3. Board/Panel Group interview
4. One-on-one interview

Attachment R (no page limit)

Note: Uploaded files should be .pdf files only unless otherwise instructed.

assets/survey-uploads/34569/2069739-sNCTdqO5Gr/R Attachment - Job Descriptions.pdf

H. Conversion Charter School Additional Academic Information

H. Conversion Charter School Additional Academic Information

Is the applicant proposing to convert an existing DOE school into a charter school?

No

Attachment A

Enrollment Plan

Grade Level	Number of Students											
	Year 1		Year 2		Year 3		Year 4		Year 5		Capacity	
	2016		2017		2018		2019		2020		2022	
Brick & Mortar/ Blended vs. Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual
K	60	--	60	--	60	--	60	--	60	--	60	--
1			60		60		60		60		60	
2					60		60		60		60	
3							60		60		60	
4									75		75	
5											75	
6											75	
7	75		75		75		75		75		75	
8	75		75		75		75		75		75	
9			75		75		75		75		75	
10					75		75		75		75	
11							75		75		75	
12									75		75	
Subtotals	210	0	345	0	480	0	615	0	765	0	915	0
Totals	210		345		480		615		765		915	

All students will be enrolled in a face-to-face, “brick and mortar” school model. The enrollment figures within this exhibit comprise of 3 classes per grade until reaching capacity in 2022. Grades K-3 are made up of 20 student per classroom while grades 4-12 consist of 25 students per classroom.

Attachment B

Item 1-Individual School Enrollment – Self Generated

Sources: Hawaii Department of Hawaii – Strive HI Complex Area Summary Report 2013-2014 and School Status and Improvement Report (SSIR) 2013 – Compiled from each individual school reports

School	Grades	Students - Full Yr Enrollment	Students - Fall Enrollment
Waipahu/Pearl City Complex Area			
August Aherns	K-6	1370	1427
Honowai	K-6	715	798
Kaleiopuu	K-6	898	987
Kanoelani	K-6	675	729
Waikele	K-6	578	614
Waipahu	K-6	929	1093
Lehua	K-6	298	363
Manana	K-6	437	454
Momilani	K-6	408	415
Palisades	K-6	395	427
Pearl City	K-6	493	541
Highlands	K-6	429	443
Highlands Intermediate	7-8	904	958
Waipahu Intermediate	7-8	1219	1289
Waipahu High	9-12	2234	2450
Pearl City High	9-12	1578	1701
Total Students - Waipahu/Pearl City Complex		13560	14689
Campbell/Kapolei Complex Area			
Barbers Point	K-5	490	614
Ewa	K-6	1004	1109
Ewa Beach	K-6	635	709
Holomua	K-6	1290	1383
Iroquois Point	K-6	619	762

Kapolei	K-5	1054	1136
Keoneula	K-6	785	841
Makakilo	K-5	520	562
Mauka Lani	K-5	571	635
Pohakea	K-6	523	590
Kaimiloa	K-6	630	657
Ewa Makai Middle	7-8	754	813
Ilima Intermediate	7-8	766	842
Kapolei Middle	6-8	1360	1466
Campbell High	9-12	2620	2821
Kapolei High	9-12	1814	2045
Total Students – Campbell/Kapolei Complex		15435	16985
Leilehua /Mililani/Waialua Complex Area			
Helemanu	K-5	518	607
Hale Kula-Wahiawa	K-5	680	969
Iliahi-Wahiawa	K-5	404	437
Kaala-Wahiawa	K-5	390	438
Kipapa	K-5	584	646
Wheeler	K-5	471	668
Mililani Ike	K-5	985	1015
Mililani Mauka	K-5	765	841
Mililani Uka	K-5	622	669
Mililani Waena	K-5	600	648
Solomon-Wahiawa	K-5	648	951
Waihiawa	K-5	471	558
Mililani Middle	6-8	1649	1699
Wheeler Middle	6-8	633	870
Mililani High	9-12	2344	2445
Leiluhua High	9-12	1609	1822
Total Students - Leilehua/Mililani		13373	15283
TOTAL Students in Geographical Area		42368	46957

Item 2-Private School Enrollment in Geographical Area – Self Generated

Source: Private School Guide 2014

<http://www.hidili.com/pacificBasinCommunications/privateSchoolGuide/>

Private Schools in Geographical Area					
	Schools	Grades	Location	Students	Costs
1	Adventist Malama Elementary School	K-8	Waianae	51	\$4,060
2	American Renaissance Academy	PK-12	Kapolei	123	\$11,900-12,700
3	Calvary Chapel Christian School	K-12	Aiea	172	\$5,500-6,500
4	Central Christian School	PK-K	Mililani	56	\$4,250
5	Christian Academy	PK-12	Red Hill	277	\$8,640-10,560
6	Friendship Christian Schools	PK-12	Ewa	287	\$4,500
7	Hanalani Schools	PK-12	Mililani	685	\$10,195-11,145
8	Ho'ala (Non-denominational)	K-12	Wahiawa	78	\$8,887-9,816
9	Island Pacific Academy	PK-12	Kapolei	510	\$14,450-16,500
10	Lanikila Baptist Schools	K-12	Waipahu	167	\$6,600-7,100
11	Mali Bible School	K-12	Waianae	71	\$4,100-5,000
12	New Hope Christian School	PK-6	Waipahu	14	\$7,800
13	Our Lady of Good Counsel	PK-8	Pearl City	228	\$6,350-6725
14	Our Lady of Perpetual Help School	K-8	Ewa Beach	166	\$5,150
15	Our Savior Lutheran School	PK-8	Aiea	222	\$6,000-8,500
16	Pearl Harbor Christian Academy	PK-8	Waipahu	200	\$5,950-6,100
17	St Elizabeth Catholic School	K-8	Aiea	225	\$5,700
18	Saint John's Catholic Preschool	PK-K	Mililani	53	\$5,900-8,200
19	St Joseph School	PK-8	Waipahu	339	\$5,661-6,985
20	Saint Michael School	PK-8	Waialua	168	\$5,150-6,150
21	The Children's House	PK-6	Pearl City	286	\$9,300-10,000
22	Trinity Lutheran School	PK-8	Wahiawa	220	\$6,500-7,100
	Total Students			4598	

<http://www.hidili.com/pacificBasinCommunications/privateSchoolGuide/>

Private School Guide 2014

Item 3-Table 21. Students in Complex in 2013 (1 page)

Table includes a list of schools within the different complexes, by complex area and their enrollment numbers and associated percentages for their student population. These percentages are for those who attended preschool, economically disadvantaged (free and reduced lunch), received Special Education services, which are considered English Language Learners. It also provides the percentage of students graduating on time for the high schools within the complex area.

Source: Hawaii Department of Education - Superintendent's 24th Annual Report 2013, page 15.

Table 21. Students by Complex in 2013

	Enrollment*	Attended Preschool	Economically Disadvantaged	Special Education**	ELL	Graduated on-time
ALL SCHOOLS	183,281	8,377	82,478	18,148	14,124	83%
Department Schools	173,458	8,368	82,580	17,438	13,845	82%
HONOLULU: 2 Complex Areas / 6 Complexes						
Farrington	7,979	48%	75%	8%	23%	75%
Kahele	3,810	87%	18%	9%	3%	88%
Kalani	4,280	70%	25%	8%	7%	82%
Kaimuki	4,584	60%	61%	11%	18%	70%
McKinley	4,625	53%	71%	8%	22%	78%
Robertson	6,056	71%	40%	8%	6%	80%
CENTRAL: 2 Complex Areas / 8 Complexes						
Alaia	3,995	61%	48%	11%	7%	85%
Moanaloa	5,188	53%	50%	8%	5%	80%
Radford	6,688	52%	31%	9%	3%	85%
Leleiaua	8,120	46%	54%	11%	5%	81%
Millard	7,961	71%	20%	9%	2%	90%
Waikele	1,581	51%	52%	10%	5%	89%
LEICHAU: 2 Complex Areas / 5 Complexes						
Kapolei	6,207	53%	38%	10%	3%	84%
Camden	10,527	50%	45%	8%	6%	89%
Nawaku	2,594	52%	80%	17%	6%	78%
Waiman	5,715	46%	78%	14%	6%	70%
Pearl City	6,594	88%	58%	9%	4%	75%
Waikele	2,658	88%	60%	8%	17%	76%
WINDWARD: 2 Complex Areas / 4 Complexes						
Castle	4,794	74%	50%	13%	2%	80%
Kahala	3,522	68%	52%	10%	4%	88%
Kailua	2,884	77%	56%	13%	3%	89%
Kalaheo	3,856	59%	59%	12%	2%	82%
MAUI: 2 Complex Areas / 14 Complexes						
Hilo	4,082	53%	67%	13%	6%	80%
Waipahoehoe	3,582	86%	52%	10%	3%	80%
Kau	915	51%	86%	12%	23%	76%
Kaun	2,732	42%	80%	14%	9%	84%
Pahoa	1,748	55%	88%	14%	5%	85%
Honolulu	1,883	57%	66%	11%	7%	87%
Kaunapali	5,161	47%	60%	9%	13%	85%
Kula	848	55%	68%	16%	3%	82%
Kaunapali	2,248	56%	70%	11%	10%	83%
MAUI: 2 Complex Areas / 7 Complexes						
Kula	4,215	60%	48%	8%	6%	80%
Kaunapali	4,074	61%	56%	11%	2%	74%
Maui	7,825	49%	53%	8%	14%	84%
Hana	346	88%	77%	12%	0%	100%
Leleiaua	3,184	48%	61%	10%	18%	84%
Lanai	530	42%	42%	17%	14%	88%
Molokai	945	81%	73%	18%	4%	82%
KAILUA: 1 Complex Area / 8 Complexes						
Kapa	3,137	58%	51%	11%	5%	82%
Kailua	3,958	58%	47%	9%	6%	88%
Waiman	2,857	64%	54%	8%	7%	86%
SPECIAL						
Hawaii School for Deaf & Blind	56	1%	75%	100%	82%	55%
Charter Schools	9,823	nm	4,898	713	257	88%

*Based on official Fall 2012 enrollment count.

**Includes Speech only and Hearing-impaired only categories

Source: Hawaii State Department of Education, Systems Accountability Office, System Evaluation & Reporting Section.

Item 4-Table 24. Percent Meets and Exceeds Proficiency on HSA Reading, by Grade and Complex for 2013. (1 page)

Source: Hawaii Department of Education - Superintendent's 24th Annual Report 2013, page 18.

Table 24. Percent Meets and Exceeds Proficiency on HSA Reading, by Grade and Complex for 2013

District	Complex Area	Complex	3	4	5	6	7	8	10	All Tested Grades
ALL SCHOOLS			72%	74%	74%	73%	72%	73%	69%	73%
Department Schools			72%	74%	73%	75%	73%	73%	69%	73%
Honolulu	Farrington-Kaiser-Kalani	Farrington	60	62	62	51	58	65	56	59
		Kaiser	90	88	88	89	90	80	81	87
		Kalani	86	88	90	82	86	88	80	86
	Kaimuki-McKinley-Roosevelt	Kaimuki	75	82	79	67	75	72	49	74
		McKinley Roosevelt	66	66	71	44	58	51	66	64
Central	Aiea-Moanalua-Radford	Aiea	76	66	77	82	80	76	71	76
		Moanalua	77	84	82	83	87	88	77	83
		Radford	82	86	83	81	88	86	86	86
	Lahaina-Milliani-Waiola	Lahaina	82	83	84	79	78	80	75	80
		Milliani Waiola	88	91	90	87	84	83	88	87
Leeward	Campbell-Kapolei	Campbell	72	74	70	80	76	78	77	75
		Kapolei	68	79	74	74	72	72	75	73
	Nanakuli-Waianae	Nanakuli	38	58	45	53	40	44	56	47
		Waianae	52	52	52	60	48	56	46	52
	Pearl City-Waipahu	Pearl City	80	79	80	85	82	80	78	80
Windward	Castle-Kahului	Castle	82	80	76	87	80	84	70	80
		Kahului	77	84	82	87	81	83	47	72
	Kaliua-Kalaheo	Kaliua	84	77	77	84	79	84	54	74
		Kalaheo	85	83	81	85	87	78	80	84
Hawaii	Hilo-Waikeae	Hilo	80	87	72	73	77	77	65	70
		Waikeae	78	70	73	82	80	81	70	76
	Honolulu-Kalaheo-Kohala-Konahehena	Honolulu	68	70	67	74	68	75	53	68
		Kalaheo	68	70	68	71	70	72	71	70
		Kohala	81	87	59	71	67	85	74	68
		Konahehena	85	71	89	89	71	89	84	88
	Kau-Kaunua-Pahoa	Kau	37	56	50	50	56	59	50	51
		Kaunua	68	64	62	61	61	66	66	64
		Pahoa	60	68	72	74	58	86	58	64
Maui	Baldwin-Kekaulike-Maui	Maui	75	78	77	71	70	88	62	72
		Baldwin	79	77	71	61	60	70	61	67
		Kekaulike	72	74	82	76	83	70	75	76
	Hana-Lahaina-Lana-Molokai	Hana	70	71	56	61	58	83	44	64
		Lahaina-Lana	70	68	61	72	67	59	64	68
		Molokai	32	52	48	58	79	73	62	58
Kauai	Kapaa-Kaula-Waimea	Kaula	68	64	64	57	74	77	74	68
		Kapaa	72	67	80	75	79	78	67	70
		Waimea	61	64	63	65	62	59	67	69
Special Schools	Hawaii School for Deaf & Blind	Kalani	na	na	na	na	na	na	na	na
Charter Schools			60%	65%	68%	74%	77%	76%	74%	71%
na=Not reportable due to small counts.										
Source: Hawaii State Department of Education, Systems Accountability Office, Student Assessment Section.										

Item 5-Table 25. Percent Meets and Exceeds Proficiency on HSA Mathematics, by Grade and Complex for 2013. (1 page)

Source: Hawaii Department of Education - Superintendent's 24th Annual Report 2013, page 19.

Table 25. Percent Meets and Exceeds Proficiency on HSA Mathematics, by Grade and Complex for 2013

District	Complex Area	Complex	3	4	5	6	7	8	10	All Tested Grades
ALL SCHOOLS			67%	68%	62%	60%	56%	59%	48%	59%
Department Schools			68%	67%	62%	60%	56%	60%	45%	60%
Honolulu	Farrington-Kaiser-Kalani	Farrington	53	57	58	45	42	53	47	51
		Kaiser	82	80	81	83	83	73	56	77
		Kalani	85	84	85	73	76	80	51	76
	Kaimuli-McKinley-Roosevelt	Kaimuli	72	72	74	54	48	60	25	61
		McKinley	66	66	65	33	40	62	48	59
		Roosevelt	79	78	74	65	67	66	46	68
Central	Aiea-Moanalua-Redford	Aiea	67	60	60	61	59	68	55	61
		Moanalua	68	69	70	62	63	63	49	62
		Redford	74	78	87	70	50	67	61	68
	Lahaina-Millward-Waiola	Lahaina	70	69	64	55	65	66	40	62
		Millward	84	85	79	71	68	63	67	74
		Waiola	98	90	83	88	34	72	66	75
Leeward	Campbell-Kapolei	Campbell	64	62	55	63	54	57	59	59
		Kapolei	61	65	61	53	48	52	44	55
	Nanakuli-Waianae	Nanakuli	37	45	31	51	34	36	15	36
		Waianae	46	50	45	54	37	41	27	42
	Pearl City-Waipahu	Pearl City	78	75	66	74	71	61	46	68
		Waipahu	58	54	57	56	46	64	46	54
Windward	Castle-Kahului	Castle	74	69	59	71	75	73	45	67
		Kahului	71	72	86	69	40	48	24	56
	Kailua-Kalaheo	Kailua	81	74	66	78	56	58	29	64
		Kalaheo	80	73	64	68	67	62	68	69
Hawaii	Hilo-Waikoloa	Hilo	61	60	67	63	75	59	23	58
		Waikoloa	65	57	55	66	70	72	52	62
	Honokaa-Kaunakakai-Kohala-Kona-Kona	Honokaa	70	57	52	59	54	48	27	54
		Kaunakakai	67	58	58	56	56	71	61	61
		Kohala	55	57	50	59	53	46	60	56
		Kona-Kona	57	66	57	44	48	49	34	49
	Kau-Kona-Pahoa	Kau	80	44	26	64	37	35	22	37
		Kona	76	63	61	50	51	54	57	59
		Pahoa	55	59	63	60	40	53	37	53
	Maei	Maei	78	74	69	58	52	64	41	64
		Baldwin	84	70	81	42	38	39	43	50
		Keolu	66	70	67	52	50	71	34	59
		Hana	63	71	14	39	62	60	16	48
		Lahaina	66	59	48	56	54	40	32	50
		Lanai	48	79	40	55	58	63	28	52
		Molokai	64	54	63	86	54	70	31	58
Kauai	Kapea-Kauai-Waimea	Kauai	86	57	58	30	64	59	48	54
		Kapea	56	49	54	49	73	65	38	55
		Waimea	58	56	50	57	63	39	30	51
Special Schools	Hawaii School for Deaf & Blind	Kalani	na	na	na	na	na	na	14	5
Charter Schools			54%	51%	50%	55%	45%	48%	40%	50%
na=not reportable due to small counts.										
Source: Hawaii State Department of Education, System Accountability Office, Student Assessment Section.										

Item 6-Community Support Petition – Taste of Waipahu Event - Nov 15, 2014 (2 pages)



LAST Name - Prospective Student's	First Name	Parent's Name(s)	Zip Code	PARENT'S E-Mail – For Updates ONLY
1 JANANA RHEIMME	RHEIMME	REY / MAE	96797	DMASONG1 @ aol . com
2 JANANA	BERNARD	REY / MAE	96797	DMASONG1 @ aol . com
3 Valdec	Marcus	Byllie Valdec	96797	Supermarcus1@gmail.com
4 Aisha	Mitchell	Michelle Aisha	96797	MichelleAisha@hotmail.com
5 Ethan	Carroll	Jeanne	96797	amctung1081@gmail.com
6 Locquiao	Silas	Brittney White	96797	BRITNNWHITE4@gmail.com
7 Wallace	Matthew	Cristina Wallace	96797	Cristinawallace@mon.com
8 Damilde	Grace	Cherina Jeff	96797	CWamilda@gmail.com
9 Damilde	Glenn	J	J	J
10 Damilde	Glenn	J	J	J
11 Mearns	Kailyn	Vaneza Agustn	96797	vanezasag@gmail.com
12 Kobue	Leilani	Marichu	96797	marichu.kobue@yahoo.com
13 "	Rachelyn	"	"	"
14 "	Kekoa	"	"	"
15				



THE IMAG ACADEMY

I am in full and strong support of bringing The IMAG Academy, a public charter school, to our community.

I believe the families and children of Waipahu and the central leeward area need an educational choice that is family driven, student focused, and community centered. I believe The IMAG Academy Founding Members, members of our community, understand the unique educational and social needs of many of our children and will provide them the educational opportunities that are not currently being made available to many of them.

Name: Mariette Cadiente Name: _____
E-Mail: Mariette.Cadiente@gmail.com E-Mail: _____

Name: CKRUEL MIER Name: _____
E-Mail: _____ E-Mail: _____

Name: Christina Guevara Name: _____
E-Mail: Laney977@aol.com E-Mail: _____

Name: Jill Smith Name: _____
E-Mail: akutz4you@gmail.com E-Mail: _____

Name: Christa Imig Name: _____
E-Mail: treeofheaven77@yahoo.com E-Mail: _____

Name: Paul Mason Name: _____
E-Mail: jake.mason@yahoo.com E-Mail: _____

Name: Arlene Bray Name: _____
E-Mail: Bray25@gmail.com E-Mail: _____

Name: CHUCK WHEATLEY Name: _____
E-Mail: CHUCKWHEATLEY@GMAIL.COM E-Mail: _____

Name: _____ Name: _____
E-Mail: _____ E-Mail: _____

Item 7 - Community Support Petition – E Mail Blitz - Nov 24, 2014 (1 pages)

	Timestamp	Last Name	First Name	Comments (Optional)
1	11/24/2014 13:00:16	Mikuni	Allison	Thank you for being a school with values and heart!
2	11/24/2014 14:30:53	Yamashiroya	Cherie	
3	11/24/2014 15:25:20	Chung	Ning	Waipahu will need a good quality school.
4	11/24/2014 18:54:12	Lum	Kerry	Good Luck Sheila!
5	11/24/2014 20:41:07	Yoshino	Kevin	
6	11/25/2014 13:00:10	Chang	Shannon	I like that you will be focused on student centered learning within the community.
7	11/28/2014 17:04:02	Fetterman	Jolene	I support the IMAG Academy, because of the personal individualized attention the children receive, the kindness and compassion they show each other, and of course, the wide range of curriculum and activities, to support and encourage the highest range of developmental milestones in each child's life. If we lived in the area, I would definitely send my children there.

Attachment C

Item 1-Individual School Enrollment – Educational Demographics - Self Generated

Sources: Hawaii Department of Hawaii – Strive HI Complex Area Summary Report 2013-2014 and School Status and Improvement Report (SSIR) 2013 – Compiled from each individual school reports

School	Grades	Students - Fall Enrollment	FRL #/%	SPED #/%	EEL #/%	Preschool #/%
Waipahu/Pearl City Complex Area						
August Aherns	K-6	1427	846/59.3%	72/5%	274/19.2%	37%
Honowai	K-6	798	567/71.1%	61/7.6%	107/13.4%	35%
Kaleiopuu	K-6	987	417/42.2%	70/7.1%	42/4.3%	48%
Kanoelani	K-6	729	273/37.4%	51/7%	28/3.8%	71%
Waikele	K-6	614	236/38.4%	65/10.6%	67/10.9%	61%
Waipahu	K-6	1093	961/87.9%	85/7.8%	411/37.6%	20%
Lehua	K-6	363	201/55.4%	37/10.2%	31/8.5%	50
Manana	K-6	454	164/36.1%	27/5.9%	17/3.7%	72%
Momilani	K-6	415	63/15.2	6/1.4%	16/3.9%	89%
Palisades	K-6	427	160/37.5%	34/8%	20/4.7%	73%
Pearl City	K-6	541	272/50.3%	51/9.4%	23/4.3%	50%
Highlands	K-6	443	151/34.1%	41/9.3%	15/3.4%	79%
Highlands Intermediate	7-8	958	353/36.8%	104/10.9%	37/3.9%	N/A
Waipahu Intermediate	7-8	1289	822/63.8%	114/8.8%	296/23%	N/A
Waipahu High	9-12	2450	1388/56.7%	249/10.2%	266/10.9%	N/A
Pearl City High	9-12	1701	484/28.5%	196/11.5%	53/3.1%	N/A
Total Students - Waipahu/Pearl City Complex		14689				

Campbell/Kapolei Complex Area

Barbers Point	K-5	614	262/42.7%	35/5.7%	39/6.4%	51%
Ewa	K-6	1109	611/55.1%	63/5.7%	77/6.9%	59%
Ewa Beach	K-6	709	349/49.2%	59/8.3%	47/6.6%	52%
Holomua	K-6	1383	468/33.8%	86/6.2%	77/5.6%	41%
Iroquois Point	K-6	762	316/41.5%	69/9.1%	16/2.1%	55%
Kapolei	K-5	1136	506/44.5%	80/7%	29/2.6%	50%
Keoneula	K-6	841	239/28.4%	44/5.2%	27/3.2%	61%
Makakilo	K-5	562	278/49.5%	45/8%	23/4.1%	51%
Mauka Lani	K-5	635	332/52.3	56/8.8%	19/3%	57%
Pohakea	K-6	590	361/61.2%	36/6.1%	48/8.1%	43%
Kaimiloa	K-6	657	445/67.7%	54/8.2%	99/15.1%	34%
Ewa Makai Middle	7-8	813	330/40.6%	72/8.9%	42/5.2%	N/A
Ilima Intermediate	7-8	842	446/53%	71/8.4%	85/10.1	N/A
Kapolei Middle	6-8	1466	612/41.7%	174/11.9%	55/3.8%	N/A
Campbell High	9-12	2821	1316/46.7%	251/8.9%	94/3.3%	N/A
Kapolei High	9-12	2045	657/32.1%	232/11.3%	30/1.5%	N/A

Total Students – Campbell/Kapolei Complex 16985

Leilehua /Mililani/Waialua Complex Area

Helemanu	K-5	607	286/55.6%	44/8.6%	60/11.7%	31%
Hale Kula-Wahiawa	K-5	969	314/37.5%	71/8.5%	39/4.7%	53%
Iliahi-Wahiawa	K-5	437	173/41.2%	46/11.0%	21/5.0%	49%
Kaala-Wahiawa	K-5	438	344/80.4%	61/14.3%	101/23.6%	33%
Kipapa	K-5	646	370/57.3%	75/11.6%	30/4.6%	52%

Wheeler	K-5	668	299/44.8%	70/10.5%	23/3.4%	51%
Mililani Ike	K-5	1015	40/3.9%	56/5.5%	12/1.2%	87%
Mililani Mauka	K-5	841	124/14.7%	76/9%	7/.8%	77%
Mililani Uka	K-5	669	178/26.6%	45/6.7%	6/.9%	73%
Mililani Waena	K-5	648	205/31.7%	36/5.6%	16/2.5%	63%
Solomon-Wahiawa	K-5	951	487/51.2%	54/5.7%	36/3.8%	38%
Waihiawa	K-5	558	431/77.2%	57/10.2%	69/12.4%	53%
Mililani Middle	6-8	1699	326/19.2%	170/10%	21/1.2%	N/A
Wheeler Middle	6-8	870	375/43.1%	108/12.4%	13/1.5%	N/A
Mililani High	9-12	2445	376/15.4%	286/11.7%	17/.7%	N/A
Leiluhua High	9-12	1822	943/51.8%	253/13.9%	93/5.1%	N/A
Total Students - Leilehua/Mililani		15283				
TOTAL Students in Geographical Area		46957				

Item 2-Private School Enrollment in Geographical Area – Self Generated

Source: Private School Guide 2014

<http://www.hidili.com/pacificBasinCommunications/privateSchoolGuide/>

Private Schools in Geographical Area					
	Schools	Grades	Location	Students	Costs
1	Adventist Malama Elementary School	K-8	Waianae	51	\$4,060
2	American Renaissance Academy	PK-12	Kapolei	123	\$11,900-12,700
3	Calvary Chapel Christian School	K-12	Aiea	172	\$5,500-6,500
4	Central Christian School	PK-K	Mililani	56	\$4,250
5	Christian Academy	PK-12	Red Hill	277	\$8,640-10,560
6	Friendship Christian Schools	PK-12	Ewa	287	\$4,500
7	Hanalani Schools	PK-12	Mililani	685	\$10,195-11,145
8	Ho'ala (Non-denominational)	K-12	Wahiawa	78	\$8,887-9,816
9	Island Pacific Academy	PK-12	Kapolei	510	\$14,450-16,500
10	Lanikila Baptist Schools	K-12	Waipahu	167	\$6,600-7,100
11	Mali Bible School	K-12	Waianae	71	\$4,100-5,000
12	New Hope Christian School	PK-6	Waipahu	14	\$7,800
13	Our Lady of Good Counsel	PK-8	Pearl City	228	\$6,350-6725
14	Our Lady of Perpetual Help School	K-8	Ewa Beach	166	\$5,150
15	Our Savior Lutheran School	PK-8	Aiea	222	\$6,000-8,500
16	Pearl Harbor Christian Academy	PK-8	Waipahu	200	\$5,950-6,100
17	St Elizabeth Catholic School	K-8	Aiea	225	\$5,700
18	Saint John's Catholic Preschool	PK-K	Mililani	53	\$5,900-8,200
19	St Joseph School	PK-8	Waipahu	339	\$5,661-6,985
20	Saint Michael School	PK-8	Waialua	168	\$5,150-6,150
21	The Children's House	PK-6	Pearl City	286	\$9,300-10,000
22	Trinity Lutheran School	PK-8	Wahiawa	220	\$6,500-7,100
	Total Students			4598	

<http://www.hidili.com/pacificBasinCommunications/privateSchoolGuide/>

Private School Guide 2014

Item 3-Table 21. Students in Complex in 2013 (1 page)

Table includes a list of schools within the different complexes, by complex area and their enrollment numbers and associated percentages for their student population. These percentages are for those who attended preschool, economically disadvantaged (free and reduced lunch), received Special Education services, which are considered English Language Learners. It also provides the percentage of students graduating on time for the high schools within the complex area.

Source: Hawaii Department of Education - Superintendent's 24th Annual Report 2013, page 15.

Table 21. Students by Complex in 2013

	Enrollment*	Attended Preschool	Economically Disadvantaged	Special Education**	ELL	Graduated on-time
ALL SCHOOLS	183,281	8,377	82,478	18,148	14,128	83%
Department Schools	173,858	8,368	82,580	17,438	13,845	82%
HONOLULU: 2 Complex Areas / 6 Complexes						
Farrington	7,979	48%	75%	8%	23%	75%
Kahele	3,810	87%	18%	9%	3%	88%
Kalani	4,280	70%	25%	8%	7%	82%
Kaimuki	4,584	60%	61%	11%	18%	70%
McKinley	4,625	53%	71%	8%	22%	78%
Roosvelt	6,056	71%	40%	8%	6%	80%
CENTRAL: 2 Complex Areas / 8 Complexes						
Alan	3,985	61%	48%	11%	7%	85%
Moanaloa	5,188	53%	50%	8%	5%	80%
Radford	6,688	52%	31%	9%	3%	85%
Leleiaua	8,120	46%	54%	11%	5%	81%
Millard	7,961	71%	20%	9%	2%	90%
Wahiua	1,881	51%	52%	10%	5%	89%
LEICARDER: 2 Complex Areas / 5 Complexes						
Kapolei	6,207	53%	38%	10%	3%	84%
Camden	10,527	50%	45%	8%	6%	89%
Nawaku	2,984	52%	80%	17%	8%	78%
Waiman	5,715	45%	78%	14%	6%	70%
Pearl City	6,594	88%	58%	9%	4%	75%
Waikeolu	2,658	88%	60%	8%	17%	76%
WINDWARD: 2 Complex Areas / 4 Complexes						
Castle	4,784	74%	50%	13%	2%	80%
Kahala	3,522	68%	52%	10%	4%	88%
Kaliua	2,884	77%	56%	13%	3%	69%
Kalaheo	3,886	59%	59%	12%	2%	82%
HAWAII: 8 Complex Areas / 18 Complexes						
Hilo	4,082	53%	67%	13%	6%	80%
Waipapa	3,582	86%	52%	10%	3%	80%
Kau	915	51%	86%	12%	23%	76%
Kaun	2,752	42%	80%	14%	9%	84%
Pahoa	1,748	55%	88%	14%	5%	85%
Honolulu	1,883	57%	66%	11%	7%	87%
Kaunapali	5,161	47%	60%	9%	13%	85%
Kohala	848	55%	68%	16%	3%	82%
Kaunapali	2,248	56%	70%	11%	10%	83%
MAUI: 2 Complex Areas / 7 Complexes						
Kula	4,215	80%	48%	8%	6%	90%
Kula	4,074	61%	56%	11%	2%	74%
Maui	7,825	49%	53%	8%	14%	84%
Hana	346	88%	77%	12%	0%	100%
Ukiahua	3,184	48%	51%	10%	18%	84%
Lahai	530	42%	42%	17%	14%	88%
Maui	945	81%	73%	18%	4%	82%
KAUAI: 1 Complex Area / 8 Complexes						
Kapa	3,137	58%	51%	11%	5%	82%
Kaula	3,958	58%	47%	9%	6%	88%
Waimea	2,857	64%	54%	8%	7%	86%
SPECIAL						
Hawaii School for Deaf & Blind	56	1%	75%	100%	32%	55%
Charter Schools	9,683	na	4,888	713	267	88%

*Based on official Fall 2012 enrollment count.

**Includes Speech only and Hearing-impaired only categories

Source: Hawaii State Department of Education, Systems Accountability Office, System Evaluation & Reporting Section.

Attachment D Quantifiable Goals

School-Specific Performance Goal #1	Subject Content Achievement – ELA, Math, and Science
Measure	Student’s academic grade level achievement Hawaii State Assessment (HSA) – English Language Arts (ELA) Hawaii State Assessment (HSA) – Mathematics Hawaii State Assessment (HSA) – Science
Metric	Percentage of students with “meet and exceeds” HSA scores
Targets	1 st year target – 75%
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	HSAs are used by the HI DOE
Baseline Data	1 st year and on (8 th grade): 60%-ELA, 64%-Math, ELA & Math Source: Superintendent Annual Report Science Source: Waipahu Intermediate SSIR *3 rd year and on: 46%-current (10 th grade) *4 th and on Year: 58%-current (3 rd -6 th grade) Applicable grades: 3-6, 8, and 10
Attachments	No attachments

School-Specific Performance Goal #2	ACT Scores
Measure	Student’s academic college and career readiness 8 th grade – ACT Explore* 9 th Grade – ACT Explore* 10 th Grade – ACT Plan* 11 th Grade – ACT
Metric	Each grade’s appropriate ACT composite test score
Targets	50% of students achieving a “passing” score on ACT Explore* 34% of students achieving a “passing” score on ACT
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	8 th grade ACT Explore – 40% (2013-14 SY) 11 th grade ACT – 27% (2013-14 SY) 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 th grade and future transition to new ACT Aspire assessment programs.
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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 (8th-9th graders took ACT Explore, 10th graders took ACT Plan, and 11th graders took the ACT).

*Noteworthy: As of June 2014, the ACT program of assessments has been changed. The ACT Explore and Plan will only be available via prior contractual agreements. More research will have to be conducted regarding State contractual obligations and their transition to have all grades 8-10 complete ACT Aspire Assessments.

School-Specific Performance Goal #3	School Family Outcomes – Social and emotional state of being
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 st quarter*. *Teacher scales require a teacher relationship with the child before observations/reporting can be considered acceptable.
Attachments	BASC-2 Overview of scales available

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

School-Specific Performance Goal #4	IMAG Practices – Decision Making Process
Measure	Student's use of the IMAG decision making process
Metric	Percentage of students using the IMAG decision making process.
Targets	1 st year - 75% of students will employ the IMAG decision making process. (The target will be re-assessed IAW this first year baseline)
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)

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

IMAG Behavior Standards Checklist			
Categories to consider across the Phases of Development- Idea to Solution Decision Making*: Problem Solving, Actions, and Solution Options			
Can the student's behaviors, during the different phases towards making a decision, be considered...			
Problem Solving -	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		

Actions	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		

Solution Options	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-Specific Performance Goal #5	IMAG Practices – Solution Quality
Measure	Student's choice of IMAG solutions
Metric	Percentage of students creating IMAG oriented solutions
Targets	1 st year - 75% of students will create IMAG oriented solutions. (The target will be re-assessed IAW this first year baseline)
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)

**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		

School-Specific Performance Goal #6	High School Graduation Rate
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

School-Specific Performance Goal #7	Attendance – chronic absenteeism
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

School-Specific Performance Goal #8	College - Career Choices
Measure	Student's choice for higher education, employment or business ownership
Metric	Aggregate % of graduates
Targets	100%
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

Attachment E

Summary and Notes of School Level Metrics

Academic				
	Metric	Tool	Target-Goal	Benchmark
Test Score Achievement Reading & Math	HSA Scores	HSA 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 th in 1 st year – SY 2016-17 *Benchmark source: Strive HI Summary SY 2013-14-Waipahu Grade 8 ONLY – Will use prior year to set benchmark. State Averages by grade: Reading: 3 rd -71%, 4 th -73%, 5 th -72%, 6 th -74%, 7 th -71%, 8 th -73%, 10 th -69% Math: 3 rd -66%, 4 th -65%, 5 th -61%, 6 th -59%, 7 th -55%, 8 th -59%, 10 th -46%				
Science Test Score Achievement	HSA Science Score	HSA Science Assessment Appropriate Grade	4 th grade: 45% 8 th grade: 35% 11 th grade: 24%	*33% current *22% current
Applicable for grades 4, 8 and 11 only Measurement will start for grade 8 in SY 2016-17. 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 th -45%, 8 th -29%, 11 th -24%				
ACT Test Score Achievement	ACT composite score of 19	8 th Grade ACT Explore 9 th Grade ACT Explore 10 th Grade ACT Plan 11 th Grade ACT	**TBD **TBD **TBD *34%	*40% current *27% current
Applicable for grade 8-11. Measurement will start for grade 8 th in 1 st year – SY 2016-17 *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 th -40% (ACT Explore) , 11 th -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.				
IMAG Practices	Decision Making Process	Performance Evaluation	100%	*TBD
	Solutions	Performance Evaluation	100%	
Measurement will start for all students in first SY 2016-17 *Benchmark will be determined by a pre-instruction survey				

Non-Academic				
	Metric	Tool	Target-Goal	Benchmark
Graduation Rate	% and # of seniors graduating	End of year report	100%	*76% current
Measurement will start in 2020-21 with the first year of graduating seniors. Will consider using Strive HI Graduation Rate of Waipahu Area Complex from SY 2019-20 as 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 2016-17 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.				

Mission Specific				
	Metric	Tool	Target-Goal	Benchmark
School Family	% & # of students at risk for social/emotional problems	BASC - 2	20%	*50%
Measurement will start in 2016-17 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.				
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 2020-21 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.				

Attachment E

School Level Metrics ONLY – Goals 1-8

By Grade and Type

Grade	1-HSA	1a-HSA Sci	2-ACT	3-DM	4-Solutions	5-Grad Rate	6-Attend	7-SE	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	I & S			I & S	I & S		x	New students	
4	I & S	I & S		I & S	I & S		x	New students	
5	I & S			I & S	I & S		x	New students	
6	I & S			I & S	I & S		x	New students	
7	I & S			I & S	I & S		x	x	
8	I & S	I & S	S	I & S	I & S		x	x	
9	I & S		S	I & S	I & S		x	New students	
10	I & 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.

Attachment E

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

Grade	ELA –	Math	ACT
K			
1			
2			
3	Interim & Summative – HSA – 1, 3, 4 Quarter	Interim & Summative – HSA – 1, 3, 4 Quarter	
4	Interim & Summative – HSA – 1, 3, 4 Quarter	Interim & Summative – HSA – 1, 3, 4 Quarter	
5	Interim & Summative – HSA – 1, 3, 4 Quarter	Interim & Summative – HSA – 1, 3, 4 Quarter	
6	Interim & Summative – HSA – 1, 3, 4 Quarter	Interim & Summative – HSA – 1, 3, 4 Quarter	
7			
8	Interim & Summative – HSA – 1, 3, 4 Quarter	Interim & Summative – HSA – 1, 3, 4 Quarter	Summative – ACT Explore – Early 4 th Quarter
9			Summative – ACT Explore – Early 4 th Quarter
10	Interim & Summative – HSA – 1, 3, 4 Quarter	Interim & Summative – HSA – 1, 3, 4 Quarter	Summative – ACT Plan – Early 4 th Quarter
11			Summative – ACT – Early 4 th 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 th 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 th Quarter	Interim - BASC -2 –Early 2 nd Quarter
1		Interim – Evaluation Rubric/1-3 Quarters Summative – Evaluation Rubric/ 4 th Quarter	*
2		Interim – Evaluation Rubric/1-3 Quarters Summative – Evaluation Rubric/ 4 th Quarter	*
3		Interim – Evaluation Rubric/1-3 Quarters Summative – Evaluation Rubric/ 4 th Quarter	*
4	Interim & Summative – HSA – 1, 3, 4 Quarter	Interim – Evaluation Rubric/1-3 Quarters Summative – Evaluation Rubric/ 4 th Quarter	*
5		Interim – Evaluation Rubric/1-3 Quarters Summative – Evaluation Rubric/ 4 th Quarter	*
6		Interim – Evaluation Rubric/1-3 Quarters Summative – Evaluation Rubric/ 4 th Quarter	*
7		Interim – Evaluation Rubric/1-3 Quarters Summative – Evaluation Rubric/ 4 th Quarter	*1 st SY - Interim - BASC -2 –Early 2 nd Quarter
8	Interim & Summative – HSA – 1, 3, 4 Quarter	Interim – Evaluation Rubric/1-3 Quarters Summative – Evaluation Rubric/ 4 th Quarter	*1 st SY - Interim - BASC -2 –Early 2 nd Quarter
9		Interim – Evaluation Rubric/1-3 Quarters Summative – Evaluation Rubric/ 4 th Quarter	*
10	Interim & Summative – HSA – 1, 3, 4 Quarter	Interim – Evaluation Rubric/1-3 Quarters Summative – Evaluation Rubric/ 4 th Quarter	*
11		Interim – Evaluation Rubric/1-3 Quarters Summative – Evaluation Rubric/ 4 th Quarter	*
12		Interim – Evaluation Rubric/1-3 Quarters Summative – Evaluation Rubric/ 4 th Quarter	*

Attachment F – Course Sequencing

Notes: Course Sequencing will have to be reviewed by our staff to ensure it will accommodate their collaborative modifications. In addition, our community-centered V-BASE projects will also have to incorporate into the sequencing. This is incorporated into our startup timeline. High school courses will also have to be reviewed and finalized.

English Language Arts Course Sequence K-6 - Wonders

Kindergarten

1. What can we learn when we try new things?
2. What can you find out when you explore?
3. What can you learn by going to different places?
4. What do you know about the people and the places in your neighborhood?
5. What kinds of things can you find growing in nature?
6. How do weather and seasons affect us?
7. What are different kinds of animals?
8. Where can you go that is near and far?
9. How do things change?
10. How can new ideas help us?

1st Grade

1. What Makes You Special?
2. What makes a community?
3. What can happen over time?
4. What animals do you know about? What are they like?
5. How can we make sense of the world around us?
6. How does teamwork help us?

2nd Grade

1. How do families and friends learn, grow, and help one another?
2. How do animals play a part in the world around us?
3. What have you learned about the world that surprises you?
4. How do different environments make the world an interesting place?
5. How can people make a difference?
6. What keeps our world working?

3rd Grade

1. How can learning help us grow?
2. What does it take to solve a problem?
3. Why are individual qualities important?
4. What are different ways to meet challenges?
5. What are ways people can take action?
6. How do we decide what's important?

4th Grade

1. How can a challenge bring out our best?
2. What can animals teach us?
3. How can you show your community spirit?
4. How do different writers treat the same topic?
5. What helps you understand the world around you?
6. How can you build on what came before?

5th Grade

1. Where can an idea begin?
2. What does it take to put a plan into action?
3. What kinds of experiences can lead to new discoveries?
4. How do we decide what's important?
5. In what ways can things change?
6. How are we all connected?

6th Grade

1. How can changes transform the way people look at the world?
2. What can we gain from reading about past civilizations?
3. What does it take to accomplish a goal?
4. How do people meet challenges and solve problems?
5. How can discoveries open new possibilities?
6. When is it important to take action?

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Seventh Grade				
Unit / Core Text	Essential Questions	Academic Vocabulary	Embedded Assessments	Unit Goals
Unit 1 The Choices We Make	<p>How do authors use narrative elements to create a story?</p> <p>What are the elements of effective revision?</p>	effect effective consequences coherence internal coherence external coherence theme metaphor objective subjective	<p>EA 1: Revising a Personal Narrative about Choice</p> <p>EA 2: Creating an Illustrated Myth</p>	<ul style="list-style-type: none"> To analyze genres and their organizational structures To examine the function of narrative elements To apply revision techniques in preparing drafts for publication To apply techniques to create coherence and sentence variety in writing
Unit 2 What Influences My Choices?	<p>What role does advertising play in the lives of youth?</p> <p>What makes an effective argument?</p>	claim consensus counterclaim credibility hypothesize inference primary source secondary source search term text features valid norm	<p>EA 1: Writing an Expository Essay and Participating in a Collaborative Discussion</p> <p>EA 2: Writing an Argumentative Essay</p>	<ul style="list-style-type: none"> To understand how our lives are affected by media and advertising To engage in collaborative discussions To write an expository essay To identify and analyze the use of appeals, language, and rhetorical devices in informational and argumentative texts To write an argumentative essay
Unit 3 Choices and Consequences <i>Tangerine (Novel)</i>	<p>What is the relationship between choices and consequences?</p> <p>What makes a great leader?</p>	annotated bibliography interpret perspective subordinate	<p>EA 1: Writing an Literary Analysis Essay</p> <p>EA 2: Creating a Biographical Presentation</p>	<ul style="list-style-type: none"> To use textual evidence to support analysis and inferences To write a literary analysis essay To evaluate, analyze, and synthesize a variety of informational texts To create and present a biographical research project
Unit 4 How We Choose to Act <i>Twelfth Night (Drama)</i>	<p>How do writers and speakers use language for effect?</p> <p>How do performers communicate meaning to an audience?</p>	precise structure modify romantic realistic improvise represent diagram	<p>EA 1: Creating and Presenting a Monologue</p> <p>EA 2: Performing a Shakespearean Dialogue</p>	<ul style="list-style-type: none"> To increase textual analysis skills across genres To strengthen verbal and nonverbal communication skills To improve oral fluency and presentation skills To collaborate on a Shakespearean performance

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Eighth Grade				
Unit / Core Text	Essential Questions	Academic Vocabulary	Embedded Assessments	Unit Goals
Unit 1 The Challenge of Heroism	What defines a hero? How does the Hero's Journey archetype appear in stories throughout time?	context technique synonyms antonyms concise function negation	EA 1: Writing a Hero's Journey Narrative EA 2: Writing a Definition Essay	<ul style="list-style-type: none"> To create an original illustrated narrative based on the Hero's Journey archetype To analyze and synthesize a variety of texts to develop an original definition of <i>hero</i> To analyze and evaluate expository texts for ideas, structure, and language To develop expository texts using strategies of definition
Unit 2 The Challenge of Utopia <i>The Giver or Fahrenheit 451</i> (Novel)	To what extent can a perfect society exist? What makes an argument effective?	compare/contrast utopia dystopia universal seminar Socratic argument debate controversy research search terms	EA 1: Writing an Expository Essay EA 2: Writing an Argumentative Essay	<ul style="list-style-type: none"> To analyze a novel for archetype and theme To analyze and evaluate a variety of expository and argumentative texts for ideas, structure, and language To develop informative/explanatory texts using the compare/contrast organizational structure To understand the use of active voice and passive voice To develop effective arguments using logical reasoning, relevant evidence, and persuasive appeals for effect
Unit 3 The Challenge to Make a Difference <i>Novels of the Holocaust</i>	Why is it important to learn about the Holocaust? How can one person make a difference?	communication resume' euphemism slogan media media channels target audience evaluate	EA 1: Presenting Voices of the Holocaust EA 2: Presenting a Multimedia Campaign	<ul style="list-style-type: none"> To engage effectively in a range of collaborative discussions To analyze the development of a theme or central idea of a text To research an issue of national or global significance To create an informative and persuasive multimedia presentation To strengthen writing through the effective use of voice and mood
Unit 4 The Challenge of Comedy <i>A Midsummer Night's Dream</i> (Drama)	How do writers and speakers use humor to convey truth? What makes an effective performance of a Shakespearean comedy?	juxtaposition caricature derision denounce	EA 1: Writing an Analysis of a Humorous Text EA 2: Performing Shakespearean Comedy	<ul style="list-style-type: none"> To analyze how a variety of authors create humor in print and non-print texts To analyze how humor is used to reveal a universal truth (theme) To write a well-developed analysis of a humorous text To analyze and perform a scene from a Shakespearean comedy To understand verbals and how they are used in writing

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Ninth Grade				
Unit / Core Text	Essential Questions	Academic Vocabulary	Embedded Assessments	Unit Goals
Unit 1 Coming of Age <i>Independent reading novels</i> (Novel)	What does it mean to "come of age"? How are rhetorical appeals used to influence an audience?	strategize inference denotation connotation transcript claim counterclaim analogy	EA 1: Writing and Presenting an Interview Narrative EA 2: Writing an Argumentative Essay	<ul style="list-style-type: none"> To understand the concept of coming of age To identify diction, syntax, imagery, and tone—and to understand the way they work together to convey an author's or speaker's voice To incorporate voice effectively in one's own writing To support an inference or claim using valid reasoning and relevant and sufficient evidence To analyze and use rhetorical appeals and evidence to present an argument to an audience
Unit 2 Defining Style <i>Edward Scissorhands</i> (Film)	What makes a good story? What are the elements of a style analysis?	verify commentary textual commentary textual evidence	EA 1: Writing a Short Story EA 2: Writing a Style Analysis Essay	<ul style="list-style-type: none"> To identify specific elements of an author's style To develop close reading skills To review and analyze elements of fiction and write a short story To identify cinematic techniques and analyze their effects To analyze syntactical structure and use clauses to achieve specific effects
Unit 3 Coming of Age in Changing Times <i>To Kill a Mockingbird</i> (Novel)	What impact does context have on a novel and on the reactions of readers to it? How does a key scene from a novel contribute to the work as a whole?	context primary source secondary source plagiarize parenthetical citations valid rhetoric annotated bibliography censor censorship evaluate	EA 1: Historical Investigation and Presentation EA 2: Writing a Literary Analysis Essay	<ul style="list-style-type: none"> To gather and integrate relevant information from multiple sources in order to answer research questions To present findings clearly, concisely, and logically, making strategic use of digital media To analyze how literary elements contribute to the development of a novel's themes To write a literary analysis, citing textual evidence to support ideas and inferences
Unit 4 Exploring Poetic Voices <i>Selected Poems</i>	What is Poetry? What can a writer learn from studying an author's craft and style?	complementary emulate interpretation oral interpretation elaborate (v.)	EA 1: Creating a Poetry Anthology EA 2: Analyzing and Presenting a Poet	<ul style="list-style-type: none"> To develop the skills and knowledge to analyze and craft poetry To analyze the function and effects of figurative language To write original poems that reflect personal voice, style, and an understanding of poetic elements To write a style analysis essay To present an oral interpretation of a poem
Unit 5 Coming of Age on Stage <i>Romeo and Juliet</i> (Drama)	How do actors and directors use theatrical elements to create a dramatic interpretation? Why do we study Shakespeare?	vocal delivery visual delivery argument claim evidence synthesis counterclaim concession refutation hook concluding statement call to action	EA 1: Presenting a Dramatic Interpretation EA 2: Writing a Synthesis Argument	<ul style="list-style-type: none"> To cite textual evidence to support analysis of a dramatic text To analyze the representation of key scenes in text, film, and other mediums To collaborate with peers on an interpretive performance To conduct research to answer questions and gather evidence To analyze how an author uses rhetoric to advance a purpose To write an argument to support a claim

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Tenth Grade				
Unit / Core Text	Essential Questions	Academic Vocabulary	Embedded Assessments	Unit Goals
Unit 1 Cultural Conversations	How do cultural experiences shape, impact, or influence our identity and perceptions? How do we synthesize multiple sources of information into a cohesive argument?	synthesis perspective argument claim counterclaim concession refutation	EA 1: Writing About Cultural Identity EA 2: Writing a Synthesis Paper	<ul style="list-style-type: none"> To analyze how culture affects identity and perceptions To practice effective speaking and listening skills that build capacity for collaboration and communication To analyze the concept of voice in reading and writing To examine and apply the elements of argument To analyze and apply syntactic structures in writing
Unit 2 Cultural Perspectives	How can cultural experiences and perspectives be conveyed through memorable narratives? What issues resonate across cultures, and how are arguments developed in response?	stereotype artifact allusion empirical evidence logical evidence anecdotal evidence fallacy	EA 1: Writing a Narrative EA 2: Creating an Argument	<ul style="list-style-type: none"> To construct a narrative that recounts issues of cultural identity To recognize the role that culture plays in defining ourselves as individuals To examine perspectives of justice across cultures and over time To understand and apply the elements of argument To develop an argument on an issue for a specific audience, using an effective genre
Unit 3 Cultures in Conflict <i>Things Fall Apart</i> (Novel)	How might a culture change when it encounters new ideas and members? How can an author use a fictional character to make a statement about culture?	reliability validity plagiarism annotated bibliography	EA 1: Researching and Comparing Pre- and Post-Colonial Ibo Culture EA 2: Writing a Literary Analysis Essay	<ul style="list-style-type: none"> To analyze cultural experiences reflected in a work of literature from outside the United States To analyze how complex characters in a novel develop and interact to advance a plot or theme To research to answer questions, explore complex ideas, and gather relevant information To present findings to an audience clearly and logically, making use of digital media To draw evidence from a literary text to support analysis and reflection
Unit 4: Dramatic Justice <i>Antigone</i> (Drama)	How can one communicate characterization through oral interpretations? How do complex characters advance the plot and develop the themes of a drama?	justice criteria advance (v)	EA1: Presenting an Oral Interpretation of Literature EA2: Writing a Literary Analysis Essay on Characterization and Theme	<ul style="list-style-type: none"> To evaluate and critique oral interpretations To analyze characterization, conflicting motivations of a complex character, and major themes in a classic Greek drama To analyze point of view and cultural experience reflected in literature from outside the United States To analyze and present an oral interpretation of a monologue conveying a complex character's voice To write a literary analysis essay examining the development of a tragic hero and the development of plot and theme
Unit 5: Building Cultural Bridges <i>The 11th Hour</i> (Film)	How do cultural differences contribute to conflicts over environmental issues? In what ways do nonfiction texts influence perceptions of their subject?	controversial documentary imperative fallacies refutation stakeholder advocate objective subjective	EA 1: Presenting a Solution to an Environmental Conflict EA 2: Representing an Argument in a Documentary Film	<ul style="list-style-type: none"> To examine how nonfiction texts (both print and non-print) construct our perceptions of what is true To analyze how writers and speakers use evidence and appeals to support a claim To examine the credibility of a text or its author To explore a complex issue or problem from multiple perspectives and to work with peers to present a solution To use media strategically to enhance a presentation

Red = Core Text

02/14/14

Mathematics – Subject Sequence
K-8 – GO Math

Counting & Cardinality

Kindergarten:

1. Know number names & the count sequence
2. Count to tell the number of objects
3. Compare numbers

Operations & Algebraic Thinking

Kindergarten:

1. Understand addition and subtraction

1st Grade

2. Represent and solve problems involving addition and subtraction
3. Understand and apply properties of operations and the relationship between addition and subtraction
4. Add and subtract within 20
5. Work with addition and subtraction equations

2nd Grade

1. Represent and solve problems involving addition and subtraction
2. Add and subtract within 20
3. 3rd grade
4. Represent and solve problems involving multiplication and division
5. Understand properties of multiplication and the relationship between multiplication and division.
6. Multiply and divide within 100

4th grade

1. Use the four operations with whole numbers to solve problems
2. Gain familiarity with factors and multiples
3. Generate and analyze patterns

5th grade

1. Write and interpret numerical expressions
2. Analyze patterns and relationships

Number & Operations in Base Ten

Kindergarten

1. Work with numbers 11-19 to gain foundations for place value

1st Grade

2. Extend the counting sequence
3. Understand place value
4. Use place value understanding and properties of operations to add and subtract

2nd Grade

1. Understand place value
2. Use place value understanding and properties of operations to add and subtract

3rd Grade

1. Use place value understanding and properties of operations to perform multi-digit Arithmetic

4th Grade

1. Generalize place value understanding for multi-digit whole numbers
2. Use place value understanding and properties of operations to perform multi-digit arithmetic

5th Grade

1. Understand the place value system
2. Perform operations with multi-digit whole numbers and with decimals to hundredths

Number & Operations – Fractions

3rd Grade

1. Develop understanding of fractions as numbers

4th Grade

1. Extend understanding of fraction equivalence and ordering
2. Build fractions from unity fractions
3. Understand decimal notation for fractions, and compare decimal fractions

5th Grade

1. Use equivalent fractions as a strategy to add and subtract fractions
2. Apply and extend previous understandings of multiplication and division

Measurement & Data

Kindergarten

1. Describe and compare measurable attributes
2. Classify objects and count the number of objects in each category

1st Grade

1. Measure lengths indirectly and by iterating length units
2. Tell and write time
3. Represent and interpret data

2nd Grade

1. Measure and estimate lengths in standard units
2. Relate addition and subtraction to length
3. Work with time and money
4. Represent and interpret data

Grade 3

1. Solve problems involving measurement and estimation
2. Represent and interpret data
3. Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
4. Geometric measurement: recognize perimeter

4th Grade

1. Solve problems involving measurement and conversion of measurements
2. Represent and interpret data

3. Geometric measurement: understand concepts of angle and measure angles

5th Grade

1. Convert like measurement units with a given measurement system
2. Represent and interpret data
3. Geometric measurement: understand concepts of volume
4. High School: Statistics & Probability
5. Calculate expected values and use them to solve problems
6. Use probability to evaluate outcomes of decisions

Geometry

Kindergarten

1. Identify and describe shapes.
2. Analyze, compare, create, and compose shapes.

1st Grade

1. Reason with shapes and their attributes.
2. Reason with shapes and their attributes.

3rd Grade

1. Reason with shapes and their attributes.

4th Grade

1. Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

5th Grade

1. Graph points on the coordinate plane to solve real-world and mathematical problems.
2. Classify two-dimensional figures into categories based on their properties.

6th Grade

1. Solve real-world and mathematical problems involving area, surface area, and volume.

7th Grade

1. Draw construct, and describe geometrical figures and describe the relationships between them.
2. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

8th Grade

1. Understand congruence and similarity using physical models, transparencies, or geometry software.
2. Understand and apply the Pythagorean Theorem.
3. Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

Ratios & Proportional Relationships

6th Grade

1. Understand ratio concepts and use ratio reasoning to solve problems.

7th Grade

1. Analyze proportional relationships and use them to solve real-world and mathematical problems.

The Number System

6th Grade

1. Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
2. Compute fluently with multi-digit numbers and find common factors and multiples.
3. Apply and extend previous understandings of numbers to the system of rational numbers.

7th Grade

1. Apply and extend previous understandings of operations with fractions.

8th Grade

Know that there are numbers that are not rational, and approximate them by rational numbers.

Expressions & Equations

6th Grade

1. Apply and extend previous understandings of arithmetic to algebraic expressions.
2. Reason about and solve one-variable equations and inequalities.
3. Represent and analyze quantitative relationships between dependent and independent variables.

7th Grade

1. Use properties of operations to generate equivalent expressions.
2. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

8th Grade

1. Expressions and Equations Work with radicals and integer exponents.
2. Understand the connections between proportional relationships, lines, and linear equations.
3. Analyze and solve linear equations and pairs of simultaneous linear equations.

Functions

8th Grade

1. Define, evaluate, and compare functions.
2. Use functions to model relationships between quantities.

Statistics & Probability

6th Grade

1. Develop understanding of statistical variability.
2. Summarize and describe distributions.

7th Grade

1. Use random sampling to draw inferences about a population.
2. Draw informal comparative inferences about two population
3. Investigate chance processes and develop, use, and evaluate probability models

8th Grade

1. Investigate patterns of association in bivariate data.

Course Sequencing
Social Studies – Science – World Languages
K-8
HPCS III

Kindergarten		
<u>Social Studies</u> <ol style="list-style-type: none"> 1. Governance, Power, and Authority 2. Rights and Responsibilities 3. Civic Participation 4. Chronological Thinking 5. Celebrations 6. Cultural Systems and Practices 7. Physical characteristics in Spatial Terms 8. Limited Resources and Choice 9. Role and Function of Markets 	<u>Science</u> <ol style="list-style-type: none"> 1. Scientific Inquiry 2. Forces that Shape the Earth 3. The Universe 4. Interdependence 5. Heredity 6. Science, Technology, and Society 7. Nature of Matter 8. Forces and Motion 	<u>World Languages</u> <ol style="list-style-type: none"> 1. Verbal Communication 2. Critical Listening/ Reading 3. Oral Presentation
1st Grade		
<u>Social Studies</u> <ol style="list-style-type: none"> 1. Governance, Power, and Authority 2. Principles and Values of Democracy 3. Rights and Responsibilities 4. Chronological Thinking 5. Historical Inquiry 6. Human and Physical Characteristics in Spatial Terms 7. A Child’s Place in History 8. Significant Events in American History 9. Cultural Systems and Practices 10. Limited Resources and Choice 11. Economic Interdependence 12. Role and Function of Markets 	<u>Science</u> <ol style="list-style-type: none"> 1. Scientific Inquiry 2. Unifying Concepts and Themes 3. Cycles of Matter and Energy 4. Heredity 5. Classification 6. Unity and Diversity 7. Science, Technology, and Society 8. Nature of Matter 9. The Universe 10. Forces and Motion 	<u>World Languages</u> <ol style="list-style-type: none"> 1. Cultural Comparisons 2. Verbal Communication 3. Oral Presentation

2nd Grade		
<ol style="list-style-type: none"> 1. Chronological Thinking 2. Historical Inquiry 3. Cultural Systems and practices 4. Rights and Responsibilities 5. Human and Physical Characteristics in Spatial Terms 6. Environment And Society 7. Limited Resources and Choice 8. Economic Interdependence 9. Role and Function of Markets 10. Role of Government 11. Stewardship 12. Governance, Power, and Authority 	<ol style="list-style-type: none"> 1. Scientific Inquiry 2. Classification 3. Interdependence 4. Unity and Diversity 5. Unifying Concepts and Themes 6. Nature of Matter 7. Forces and Motion 8. Earth Materials 	<ol style="list-style-type: none"> 1. Critical Listening/ Reading 2. Cultural Knowledge 3. Verbal Communication 4. Oral Presentation
3rd Grade		
<ol style="list-style-type: none"> 1. Causes and Effects In History 2. Historical Inquiry 3. Historical Perspectives and Interpretations 4. Community Life Past and Present 5. Cultural Diversity and Unity 6. Cultural Inquiry 7. Cultural Dynamics/Change and Continuity 8. Human and Physical Characteristics in Spatial Terms 9. Places and Regions 10. Environment and Society 11. 3Human Systems 12. Governance, Power, and Authority 13. Rights and Responsibilities 14. Limited Resources and Choice 15. Economic Interdependence 	<ol style="list-style-type: none"> 1. Scientific Inquiry 2. Science, Technology, and Society 3. Interdependence 4. Cells, Tissues, Organs, and Organ Systems 5. Unity and Diversity 6. Earth Materials 7. Forces that Shape the Earth 8. Energy and its Transformation 9. Waves 10. Forces and Motion 11. The Universe 	<ol style="list-style-type: none"> 1. Critical Listening/ Reading 2. Cultural Comparisons 3. Verbal Communication 4. Oral Presentation

4th Grade		
<ol style="list-style-type: none"> 1. Places and Regions 2. World In Spatial Terms 3. Exploration, Migration, and Settlement 4. Early Hawaiian Society 5. Events in Hawaiian History 6. Economic Interdependence 7. Civic Participation 8. Cultural Dynamics/Change and Continuity 9. Early Hawaiian Society 10. Historical Perspectives and Interpretations 11. Cultural Systems and Practices 12. Environment and Society 13. Historical Change and Continuity 14. Hawaiian State Government 15. Governance, Power, and Authority 	<ol style="list-style-type: none"> 1. Scientific Inquiry 2. Scientific Knowledge 3. Science, Technology, and Society 4. Forces of the Universe 5. Forces that Shape the Earth 6. Earth in the Solar System 7. Cycles of Matter and Energy 8. Cells, Tissues, Organs, and Organ Systems 9. Unity and Diversity 10. Interdependence 11. Biological Evolution 12. Nature of Matter 13. Energy and its Transformation 	<ol style="list-style-type: none"> 1. Linguistic and Grammatical Concepts 2. Cultural Knowledge 3. Verbal Communication 4. Critical Listening/ Reading
5th Grade		
<u>Social Studies</u> <ol style="list-style-type: none"> 1. Cultural Inquiry 2. Colonial American Society 3. Limited Resources and Choice 4. American Democracy 5. Chronological Thinking 6. Historical Perspectives and Interpretations 7. Role of Government 8. Revolutionary War 9. Human Systems 	<u>Science</u> <ol style="list-style-type: none"> 1. Scientific Inquiry 2. Waves 3. Unifying Concepts and Themes 4. Cycles of Matter and Energy 5. Interdependence 6. Cells, Tissues, Organs, and Organ Systems 7. Heredity 8. Earth in the Solar System 9. Energy and its Transformation 10. Forces of the Universe 	<u>World Languages</u> <ol style="list-style-type: none"> 1. Cultural Comparisons 2. Critical Listening/ Reading 3. Verbal Communication 4. Linguistic and Grammatical Concepts 5. Oral Presentation
6th Grade		
<u>Social Studies</u> <ol style="list-style-type: none"> 1. Causes And Effects in History 2. Historical Inquiry 	<u>Science</u> <ol style="list-style-type: none"> 1. Scientific Inquiry 2. Science, Technology, and Society 	<u>World Languages</u> <ol style="list-style-type: none"> 1. Verbal Communication 2. Cultural Comparisons 3. Cultural Knowledge

<ul style="list-style-type: none"> 3. Historical Empathy 4. Ancient Societies, 3000 B.C.E. to 500 B.C.E. 5. Places and Regions 6. Classical Societies, 500 B.C.E to 500 C.E 7. Foundations of Democracy 8. Cultural Dynamics/Change And Continuity 9. Post-Classical Societies, 500 C.E. to 1500 C.E. 10. Human Systems 11. Limited Resources and Choice 12. Cultural Systems and Practices 	<ul style="list-style-type: none"> 3. Nature of Matter 4. Energy and its Transformation 5. Waves 6. Cycles of Matter and Energy 7. Force and Motion 8. Forces of the Universe 	<ul style="list-style-type: none"> 4. Oral Presentation
7th Grade		
<u>Social Studies</u> No entries	<u>Science</u> <ul style="list-style-type: none"> 1. Scientific Inquiry 2. Scientific Knowledge 3. Science, Technology, and Society 4. Cells, Tissues, Organs, and Organ Systems 5. Classification 6. Heredity 7. Unity and Diversity 8. Biological Evolution 9. Cycles of Matter and Energy 10. Interdependence 	<u>World Languages</u> No entries
8th Grade		
<u>Social Studies</u> <ul style="list-style-type: none"> 1. Historical Sources 2. Historical Perspectives and Interpretations 3. The Constitution 4. Early American Society 5. Early Government of The United States 6. Governance, Power and Authority 7. Citizenship and Participation 8. Westward Expansion 9. Global Cooperation, 	<u>Science</u> <ul style="list-style-type: none"> 1. Scientific Inquiry 2. Science, Technology, and Society 3. Unifying Concepts and Themes 4. Waves 5. Earth Materials 6. Forces that Shape the Earth 7. Biological Evolution 8. Earth in the Solar System 9. Forces of the Universe 10. The Universe 	<u>World Languages</u> No entries

Conflict, and Interdependence 10. Limited Resources and Choice 11. Role and Function of Markets 12. Antebellum America 13. Civil War 14. Reconstruction		
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IMAG Academy
Calendar Year 2016-2017 (Estimates)

	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sep	Oct	Nov	Dec
2015											Recruiting Marketing	
2016		Hiring – Application	Hiring - Application	Hiring		Possible PD for Teachers Hired	START Teacher PT	START Teacher FT July 26 Student Aug 1				END Dec 16 Holiday Break 3 weeks (15 days)
						Summer				Parent conferences		Dec 19– Jan 6 (Jan 5 - Teachers)
2017	Start School		Spring Break (5 days)			End School Jun 8 Jun 9- Teachers	START Teacher PT	START Teacher FT Aug 15 Student Aug 22				
	9 Jan	Parent conferences	Mar 20-24			Jun 12 – Aug 12 Summer Program						

Hiring Plan – Phase

November – December 2015– Start recruitment – awareness campaign

February – March 2016 – 1st hiring cycle

April – May 2016 – 2nd hiring cycle

June – July 2016 – 3rd hiring cycle (if needed)

Hiring Criteria

The criteria to be used will be based on

1. Commitment to our mission and vision
2. Commitment to our instructional framework
 - a. Standards based
 - b. Community centered V-BASE projects and IMAG Practices
 - c. School Family
3. Mindset and acceptance toward our high level of disadvantaged and ELL students.
 - a. Also of concern will be each candidates view of our low ethnically diverse populations; Filipino, Native Hawaii, Samoan, Micronesian
4. Understanding and experience in “start-up” organizations
5. Level of knowledge within their specific positions
6. Required and preferred credentials

Selection Process - Teachers

1. Application Accepted/Reviewed
2. Telephone interview
3. Board/Panel interview
4. Teaching Sessions (may consist of a student audience)

Selection Process – Non-Teaching Positions

1. Application Accepted/Reviewed
2. Telephone interview
3. Board/Panel Group interview
4. One-on-one interview

Semester 1 (Aug 17 – December 18): 90 days

Total days (without in week holidays) = 194 days

Holidays 10* days = 184

PD 3* days = 181

* based on 2013-14 calendar (182 school

Semester 2 (Jan 11 – Mar 18 and Mar 29 – Jun 10): 104 days

Parent conferences...early evening for the majority—work with
Each family.

Family Vacations – School & Community Service Activities

College Visits – Spring Break Mar 21-28days)

Attachment I

Daily & Weekly Schedule

The schedules are divided to cover the following “loop groups” across our growth to full capacity.

Final Loop Group		Yearly Progression				
			1 st	2 nd	3 rd	4 th 5 th
1:	K – 2					
2:	3 – 5	K	K – 1	K – 2	K – 3	K – 2
3	6 – 8		7 - 8	7 - 9	7 - 8	7 - 8 3 - 4
4	9 – 10				9 - 10	9 - 11 9 - 10
5	11 – 12					11 - 12

STUDENT High School – Loop Groups 4 and 5						
	Monday	Tuesday	Wednesday		Thursday	Friday
8:25-9:10 (45 mins)	Community-PE	Community-PE	Group 3/4/5 and Peer Tutoring, Watch and Study Groups		8:25-9:25 (60 mins)	Community-PE
9:15-10:30 (75 mins)	Period 1	Period 4	Period 1		9:30-10:35 (65 mins)	Period 1
10:35-11:50 (75 mins)	Period 2	Period 5	Period 2		10:40-11:45 (65 mins)	Period 2
11:55-12:20 (25 mins)	Lunch	Lunch	Lunch w/ Mentors Parents		11:50-12:25 (35 mins)	Lunch
12:25-1:30 (65 mins)	Period 3	Period 6	Community Projects		12:30-1:10 (40 mins)	Period 3
			Period 6		1:15-2:20 (65 mins)	
1:35-3:30 (115 mins)	Community Projects	ELA (30 mins) Community Projects (85 mins)	Period 7		2:25-3:30 (65 mins)	ELA (30 mins) Community Projects (85 mins)

Teacher High School – Loop Groups 4 and 5						
	Monday	Tuesday	Wednesday		Thursday	Friday
8:25-9:10 (45 mins)	Community-PE	Community-PE	Teacher Professional Development		8:25-9:25 (60 mins)	Community-PE
9:15-10:30 (75 mins)	Period 1	Period 4	Period 1		9:30-10:35 (65 mins)	Period 1
10:35-11:50 (75 mins)	Period 2	Period 5	Period 2		10:40-11:45 (65 mins)	Period 2
11:55-12:20 (25 mins)	Lunch	Lunch	Lunch w/ Mentors Parents		11:50-12:25 (35 mins)	Lunch
12:25-1:30 (65 mins)	Period 3	Period 6	Community Projects		12:30-1:10 (40 mins)	Period 3
			Period 6		1:15-2:20 (65 mins)	
1:35-3:30 (115 mins)	Community Projects	ELA (30 mins) Community Projects (85 mins)	Period 7		2:25-3:30 (65 mins)	ELA (30 mins) Community Projects (85 mins)

Attachment I
Daily & Weekly Schedule
Middle Grades

STUDENT Middle grades – Loop Groups 3						
	Monday	Tuesday	Wednesday		Thursday	Friday
8:25-9:10 (45 mins)	Community-PE	Community-PE	Group 3/4/5 and Peer Tutoring, Watch and Study Groups		8:25-9:25 (60 mins)	Community-PE
9:15-10:30 (75 mins)	Math	Engineering/Science	Math		9:30-10:35 (65 mins)	Engineering/Science
10:35-11:50 (75 mins)	ELanguage Arts	Historical Perspective	ELanguage Arts		10:40-11:45 (65 mins)	ELanguage Arts
11:55-12:20 (25 mins)	Lunch	Lunch	Lunch w/ Mentors Parents		11:50-12:25 (35 mins)	Lunch
12:25-1:30 (65 mins)	Arts	World Language	Community Projects		12:30-1:10 (40 mins)	Arts
			World Language/		1:15-2:20 (65 mins)	
1:35-3:30 (115 mins)	Community Projects	ELA (30 mins) Community Projects (85 mins)	Business/Citizenship		2:25-3:30 (65 mins)	ELA (30 mins) Community Projects (85 mins)

TEACHER Middle grades – Loop Groups 3						
	Monday	Tuesday	Wednesday		Thursday	Friday
8:25-9:10 (45 mins)	Community-PE	Community-PE	Teacher Professional Development		8:25-9:25 (60 mins)	Community-PE
9:15-10:30 (75 mins)	Math	Engineering/Science	Math		9:30-10:35 (65 mins)	Engineering/Science
10:35-11:50 (75 mins)	ELanguage Arts	Historical Perspective/SS	ELanguage Arts		10:40-11:45 (65 mins)	ELanguage Arts
11:55-12:20 (25 mins)	Lunch	Lunch	Lunch w/ Mentors Parents		11:50-12:25 (40 mins)	Lunch
12:25-1:30 (65 mins)	Arts	World Language	Community Projects		12:30-1:10 (40 mins)	Arts
			World Language/		1:15-2:20 (65 mins)	
1:35-3:30 (115 mins)	Community Projects	ELA (30 mins) Community Projects (85 mins)	Business/Citizenship		2:25-3:30 (65 mins)	ELA (30 mins) Community Projects (85 mins)

Attachment I
Daily & Weekly Schedule
Lower Grades

Student – Lower Grades – Loop Group 1 and 2						
	Monday	Tuesday	Wednesday		Thursday	Friday
8:25-9:10 (45 mins)	Community-PE	Community-PE	Group 3/4/5 and Peer Tutoring, Watch and Study Groups		8:25-9:25 (60 mins)	Community-PE
9:15-10:30 (75 mins)	ELanguage Arts	Historical Perspective/SS	ELanguage Arts		9:30-10:35 (65 mins)	Historical Perspective/SS
10:35-11:50 (75 mins)	Math	Engineering/Science	Math		10:40-11:45 (65 mins)	Math
11:55-12:20 (25 mins)	Lunch	Lunch	Lunch w/ Mentors Parents		11:50-12:25 (40 mins)	Lunch
12:25-1:30 (65 mins)	World Language	Arts	Community Projects		12:30-1:10 (40 mins)	Arts
			Business/ Citizenship		1:15-2:20 (65 mins)	
1:35-3:30 (115 mins)	Community Projects	ELA (30 mins) Community Projects (85 mins)	World Language		2:25-3:30 (65 mins)	ELA (30 mins) Community Projects (85 mins)

TEACHER Lower Grades – Loop Group 1 and 2						
	Monday	Tuesday	Wednesday		Thursday	Friday
8:25-9:10 (45 mins)	Community-PE	Community-PE	Teacher Professional Development		8:25-9:25 (60 mins)	Community-PE
9:15-10:30 (75 mins)	ELanguage Arts	Historical Perspective/SS	ELanguage Arts		9:30-10:35 (65 mins)	Historical Perspective/SS
10:35-11:50 (75 mins)	Math	Engineering/Science	Math		10:40-11:45 (65 mins)	Math
11:55-12:20 (25 mins)	Lunch	Lunch	Lunch w/ Mentors Parents		11:50-12:25 (40 mins)	Lunch
12:25-1:30 (65 mins)	World Language	Arts	Community Projects		12:30-1:10 (40 mins)	Arts
			Business/ Citizenship		1:15-2:20 (65 mins)	
1:35-3:30 (115 mins)	Community Projects	ELA (30 mins) Community Projects (85 mins)	World Language		2:25-3:30 (65 mins)	ELA (30 mins) Community Projects (85 mins)

Attachment J

Staffing Chart

Elementary School Staffing Model and Rollout

Title	Year 1 2016 60	Year 2 2017 120	Year 3 2018 180	Year 4 2019 240	Year 5 2020 315	Capacity 2022 390	Salary Range
School Director	0.5	0.34	0.34	0.34	0.34	0.34	93,568
Business Manager	0	0	0	0.34	0.34	0.34	57,720
Leadership Position [Counselor]	.25	0.5	0.5	1	1	1	57,546
Teacher Position 1 [Curriculum]	0.5	0.5	1	1	1	1	57,546
Teacher Support3[Student Services & Projects Coord'tor]	0.5	0.34	0.34	0.34	0.34	0.34	54,243
Classroom Teachers (Core Classrooms)	3	6	9	12	15	18	54,243
Classroom Teachers (Specialty Subjects)	0.5	0.5	1	2	2	2	54,243
Classroom Teachers (Specialty-ELL)	0.5	1	2.5	3.5	5.5	7	54,243
Student Support 1[Social Worker]	0.5	0.5	1	1	1	1	47,400
Student Support2[Student-Parent Coord'tor]	0.5	0.34	0.34	0.34	0.34	0.34	35,112
Student Support3[SASA]	0.5	0.34	0.34	0.34	0.34	0.34	57,720
Specialized School Staff 1 [Staff Assistant]	0	0.34	0.34	0.34	0.34	0.34	36,468
Specialized School Staff 2 [Account Clerk]	0	0	0.34	0.34	0.34	0.34	35,112
Specialized School Staff 3[IT Support]	0.25	0.34	0.34	0.34	0.34	0.34	43,812
Teacher Aides and Assistants	1	2	3	4	5	6	36,468
School Operations Support Staff-Facility	0.5	0.5	0.5	1	1	1	35,256
School Operations Support Staff-Security	0.5	0.5	0.5	0.5	1	1	35,112
Total FTEs	9.75	14	22	29	35	41	
Total Salaries	491,579	698,798	1,070,892	1,444,601	1,769,840	2,050,401	

Intermediate - Middle School Staffing Model and Rollout

Title	Year 1 2016 150	Year 2 2017 150	Year 3 2018 150	Year 4 2019 150	Year 5 2020 150	Capacity 2022 225	Salary Range
School Director	0.5	0.33	0.33	0.33	0.33	0.33	93,568
Business Manager	0	0	0	0.33	0.33	0.33	57,720
Leadership Position [Counselor]	.75	0.5	0.5	1	1	1	57,546
Teacher Position 1 [Curriculum]	0.5	0.5	0.5	0.5	0.5	0.5	57,546
Teacher Support3[Student Services & Projects Coord'tor]	0.5	0.33	0.33	0.33	0.33	0.33	54,243
Classroom Teachers (Core Classrooms)	6	6	6	6	6	9	54,243
Classroom Teachers (Specialty Subjects)	0.5	1	1	1	1	1	54,243
Classroom Teachers (Specialty-ELL)	1.5	1.5	1.5	1.5	1.5	2	54,243
Student Support 1[Social Worker]	0.5	0.5	0.5	0.5	0.5	0.5	47,400
Student Support2[Student-Parent Coord'tor]	0.5	0.33	0.33	0.33	0.33	0.33	35,112
Student Support3[SASA]	0.5	0.33	0.33	0.33	0.33	0.33	57,720
Specialized School Staff 1 [Staff Assistant]	0	0.33	0.33	0.33	0.33	0.33	36,468
Specialized School Staff 2 [Account Clerk]	0	0	0.33	0.33	0.33	0.33	35,112
Specialized School Staff 3[IT Support]	0.25	0.33	0.33	0.33	0.33	0.33	43,812
Teacher Aides and Assistants	2	2	2	2	2	3	36,468
School Operations Support Staff-Facility	1	0.5	0.5	0.5	1	1	35,256
School Operations Support Staff-Security	1	0.5	0.5	0.5	0.5	0.5	35,112
Total FTEs	15.75	15	15	16	17	21	
Total Salaries	780,203	750,023	761,610	809,430	827,058	1,053,377	

High School Staffing Model and Rollout

Title	Year 1 2016 0	Year 2 2017 150	Year 3 2018 225	Year 4 2019 300	Year 5 2020 300	Capacity 2022 300	Salary Range
School Director	0	0.33	0.33	0.33	0.33	0.33	93,568
Business Manager	0	0	0	0.33	0.33	0.33	57,720
Leadership Position [Counselor]	0	0.5	1	1	1	1	57,546
Teacher Position 1 [Curriculum]	0	0	0.5	0.5	0.5	0.5	57,546
Teacher Support3[Student Services & Projects Coord'tor]	0	0.33	0.33	0.33	0.33	0.33	54,243
Classroom Teachers (Core Classrooms)	0	3	6	9	12	12	54,243
Classroom Teachers (Specialty Subjects)	0	0.5	1	1	1	1	54,243
Classroom Teachers (Specialty-ELL)	0	0.5	1	2	2	2	54,243
Student Support 1[Social Worker]	0	0.5	0.5	0.5	0.5	0.5	47,400
Student Support2[Student-Parent Coord'tor]	0	0.33	0.33	0.33	0.33	0.33	35,112
Student Support3[SASA]	0	0.33	0.33	0.33	0.33	0.33	57,720
Specialized School Staff 1 [Staff Assistant]	0	0.33	0.33	0.33	0.33	0.33	36,468
Specialized School Staff 2 [Account Clerk]	0	0	0.33	0.33	0.33	0.33	35,112
Specialized School Staff 3[IT Support]	0	0.33	0.33	0.33	0.33	0.33	43,812
Teacher Aides and Assistants	0	1	2	3	4	4	36,468
School Operations Support Staff-Facility	0	0.5	0.5	0.5	1	1	35,256
School Operations Support Staff-Security	0	0.5	0.5	0.5	0.5	0.5	35,112
Total FTEs	0	9	15	20.5	25	25	
Total Salary	0	440,688	763,261	1,035,749	1,252,574	1,252,574	

Adults to students ratio

Description	Year 1 2016	Year 2 2017	Year 3 2018	Year 4 2019	Year 5 2020	Capacity 2022
Total # of Students	210	345	480	615	765	915
Total Direct Support (DS) Adults	22.5	35.5	49.5	61.5	73	83
Adult to Student (DS only)	1 to 9	1 to 10	1 to 10	1 to 10	1 to 11	1 to 11
Total Adults	24	38	53.5	65.5	77	87
Adult to Student (ALL)	1 to 9	1 to 9	1 to 9	1 to 9	1 to 10	1 to 11

School Organization – Summary of All Grades

Title	Year 1 2016 210	Year 2 2017 345	Year 3 2018 480	Year 4 2019 615	Year 5 2020 765	Capacity 2022 915	Salary Range
School Director	1	1	1	1	1	1	93,568
Business Manager	0	0	0	1	1	1	57,720
Leadership Position [Counselor]	0	1.5	2	3	3	3	57,546
Teacher Position 1 [Curriculum]	1	1	2	2	2	2	57,546
Teacher Support[Student Services & Projects Coord'tor]	0.5	1	1	1	1	1	54,243
Classroom Teachers (Core Classrooms)	9	15	21	27	33	39	54,243
Classroom Teachers (Specialty Subjects)	1	2	3	4	4	4	54,243
Classroom Teachers (Specialty-ELL)	2	3	5	7	9	11	54,243
Student Support 1[Social Worker]	1	1.5	2	2	2	2	47,400
Student Support2[Student-Parent Coord'tor]	1	1	1	1	1	1	35,112
Student Support3[SASA]	1	1	1	1	1	1	57,720
Specialized School Staff 1 [Staff Assistant]	0	1	1	1	1	1	36,468
Specialized School Staff 2 [Account Clerk]	0	0	1	1	1	1	35,112
Specialized School Staff 3[IT Support]	0.5	1	1	1	1	1	43,812
Teacher Aides and Assistants	3	5	7	9	11	13	36,468
School Operations Support Staff-Facility	1.5	1.5	1.5	2	3	3	35,256
School Operations Support Staff-Security	1.5	1.5	1.5	1.5	2	2	35,112
Total FTEs	25.50	38.00	52.00	65.50	77.00	87.00	
Total Salary	1,271,782	1,889,509	2,595,763	3,289,780	3,849,472	4,356,352	

Salary Determination – Additional Notes

Position	Schedule	Salary
School Director	BU – 6 EO 5 Step 1	93,568
Business Manager Business Manager V – (BU 13-SR24)	BU – 13 SR 24 Step E	57,720
Leadership Position [Counselor]	Class III Step 10	57,546
Teacher Position 1 [Curriculum]	Class III Step 10	57,546
Teacher Support3 [Student Services & Projects Coord'tor]	Class III Step 8	54,243
Classroom Teachers (Core Classrooms)	Class III (Step 8)	54,243
Classroom Teachers (Specialty Subjects)	Class III (Step 8)	54,243
Classroom Teachers (Specialty-ELL)	Class III (Step 8)	54,243
Student Support 1[Social Worker] Social Worker II – IV (SR 18/20/22)	BU 13 – SR 20 Step E	47,400
Student Support2[Student-Parent Coord'tor] Family Services Assistant (SR 13)	BU 3 – SR 13 Step C	35,112
Student Support3[SASA] Administrative Assistant V-VI (SR 24/26)	BU 13-SR24 Step E	57,720
Specialized School Staff 1 [Staff Assistant] Staff Services Assistant I (BU 03-SR14)	BU 3 – SR 14 Step C	36,468
Specialized School Staff 2 [Account Clerk] Account Clerk III – IV (SR 11/13)	BU 3 – SR 13 Step C	35,112
Specialized School Staff 3[IT Support] IT Specialist I – II – III (SR 16/18/20)	BU 13 – SR 18 Step E	43,812
Teacher Aides and Assistants Teacher Assistants I-II (BU 3 – SR 12/14)	BU 3 – SR 14 Step D	36,468
School Operations Support Staff-Facility Groundskeeper I - II (BC 01 and WS 02) Janitor I – III (BC 01/02 and WS 02)	BU 1 – BC 02	35,256
School Operations Support Staff-Security Security Officer I – II (SR 13/15)	BU 4 – SR 13 Step C	35,112

Sources:

1. <http://dhrd.hawaii.gov/state-hr-professionals/class-and-comp/> and associated salary schedules
2. HSTA salary schedule
3. Education Officer salary schedule

Attachment K – A Typical School Day for a Student

Nicole is up early and excited to start her way to school. Although most of her classmates live in the area and walk to school, there are about 10% of the 215 students on a geographic exception. She loves getting dropped off early since the daily community gathering starts at 8:25am. Getting there early allows her to meet up with her friends in the common area. She says the community gathering is like a big meeting, but they not only talk, they exercise and learn cool activities to start their brain and their day, a Brain Smart Start. They say it's a time to transition back into being a student. It must be working; Nicole can't seem to stop talking about how much she is learning. Another plus about getting Nicole there early, she has time sit, talk and have breakfast with her friends. They open up the school for those families with parents needing to get to work early. There are always a lot of people reading among a lot of happy chatter...everyone seems to love being there.

As we pull up, someone is already there greeting the families as they drop off their student. Good Morning, Nicole! Do you want a high five or a low ten? She seems to like the low ten, it's the same greeting she picked yesterday. I love watching the smiles from all of the students brighten as they enter campus.

Nicole is early enough to get into the "watch" group so she can watch her homework lecture one more time. She'll get to ask questions or better yet, she'll be able to listen to those around her to see what they understood. This time, the group really offered her help she didn't even know to ask about. It seems to be like that a lot!

At the community gathering, she'll feel a sense of belonging as they start on the first of many sessions on Hula – robics. Everyone's up and going, even the sleepy head middle schooler. One more high five and it's off to the first period of the day. Rebecca is there early. She'll make sure she greets everyone as they enter...Nicole says it really does help the spirit of the class and brightens up everyone's day. Everyone contributes, everyone has a job. Nicole's job this month is the kindness recorder. She is responsible for recording and having others record acts of kindness throughout the class period. She beamed with pride when she shared over 20 of them with me last week.

The work during class is difficult, it's following the Common Core and Nicole tackles it and proves to herself that she can do it. Everyone's excited and everything they learn is integrated into either a hands-on application or a school/community wide V-BASE project. It allows Nicole to understand how value-added business, arts, science and engineering concepts uses her knowledge and skills to solve issues and concerns within our community. Everything is connected. Seeing subjects come to life and are extremely helpful to all students. In fact the after school, intersession and summer programs are tied into the school's curriculum and have extended Nicole's learning. She can't wait to go to summer school.

Attachment L - A Typical School Day for a Fourth Grade Teacher

I'm a 7th grade teacher and I love being at school. I can't wait to get back in the morning. This is the first time in a long time I feel connected to my students and excited by my work. The atmosphere around campus helps me to do my best teaching and learning. They call it the IMAG culture. It is built around being innovative, mindful, accepting, and giving in all you do. It encompasses everything done at the school and allows me to share and be heard by everyone without feeling awkward. In fact, there have been many times, my ideas and those of my colleagues have been used across the entire school. My students love how all of their classes and their teachers are connected. Through the use of Individual Achievement Goals and Learning plans, as a team we're able to extend each other's work on a daily basis. The I-AGLs makes it easy to know the what the student's strengths are as well as what areas they need to work on

As I arrive on campus, kids are already there greeting others with a high five or low ten. I choose a warm hug from a colleague and the school director. Even though I had originally thought the framework we were using would be a bunch of words without action, I can really feel the difference and I truly believe it is a School Family. They're already in a deep discussion about our daily morning community time. As I leave, they're onto great ideas for the next quarter's sessions on leadership. We not only share and collaborate on our ideas, we use them to solve our problems or improve our processes. It's challenging and fun to see your thoughts come to action. Did I say I love it here?

As I head to my classroom, the kids are already there discussing the video lecture, they had for homework. I know they will be ready to move on to the application of the lesson, saving us time for the fun part of learning...the application of how it all ties into the world around us. Being a School Family compliments the IMAG culture. That's one of many things I love about being here, we use instructional strategies that help engage the student in their own learning. In our community centered V-BASE projects, they not only hear about the connections on how algebra is important in their life, they are actually put to the test as they use the knowledge and skills they've learned to discuss, collaborate with others, identify the issues and concerns across many dimensions, and come up with options to take advantage of the opportunities they've uncovered.

My class is a microcosm of the community and it brings with it certain challenges that this school thrives on. The Academy seems to take a different path on a lot of seemingly complex problems. The school director is great at uncovering the gold nuggets of what everyone is and can be best at. Not only are the students met at where they are academically and socially, the parents are asked to do their best as well. Everyone is celebrated and acknowledged and parents are amazed at how their child has blossomed. Our classes are inclusive and sometimes it can pose challenges for everyone, but the IMAG culture encompasses everything we do. The school has already provided grade level teacher assistants that are full-time and vested collaborators in the planning and implementing of our curriculum. As part of a team, it's the first time I not only feel, but know it is possible!

Attachment M
Evidence of Planning Support
Thomas J. Mitrano and Jonathan Gillentine

Thomas Mitrano
Principal Consultant
Thomas J Mitrano Inc
1487 Hiikala Place, No. 29
Honolulu, HI 96816

808 735-6055

November 24, 2014

Sheila Buyukacar, Director
The IMAG Academy
98-1861 Kaahumanu Street
Aiea, HI 96701

Dear Sheila,

What you've told me about The IMAG Academy leads me to believe it is a worthwhile initiative that will be in a position to make a difference in the lives of both our youth and their families. As a businessman myself, I will be interested to see how The IMAG Academy will incorporate its business partners into your students' learning.

My own professional experience includes aiding others on a strategic level and providing guidance with program and organizational development. I am interested to help you and your board as an informal, occasional advisor in these areas. In particular, I would be interested to work with you to identify criteria for strong candidates with the right expertise, knowledge, and commitment for The IMAG Academy's founding Board of Directors.

You've got a lot ahead of you, and I hope my support can assist you to lower some of the hurdles.

Best Regards,
/s/ Thomas J Mitrano
Thomas Mitrano
Principal Consultant
Thomas J Mitrano Inc

Thomas J. Mitrano

Principal Consultant

Tom Mitrano is a business professional, trainer, facilitator, mediator, and attorney. Currently Tom has been a consultant since June 2002 after almost 20 years of professional service in Hawaii,

He has held managerial, operational, and planning positions in the high-tech, architecture, and visitor industries, as well as in banking and in the non-profit sector. He is a talented writer, speaker, and legislative lobbyist.

He specializes in facilitated mediation, cases where expert attention to the interpersonal process needed to reach agreement is more significant to a suitable result than the technical subject matter of the dispute.

An experienced facilitator in the community, government, private, and non-profit sectors, Mr. Mitrano has facilitated hundreds of training sessions, partnering workshops, strategic planning meetings, single- and multi-party conflict-resolution sessions, visioning meetings, and brainstorming sessions. He has provided facilitation services to three gubernatorial administrations, several legislators, government agencies, many local communities, public and private sector unions, dozens of for-profit and not-for-profit companies, educational institutions, and churches, often in settings of controversy.

Mr. Mitrano has served as facilitator for the Early Learning Council established by Act 14 of the 2008 Hawai'i State Legislature to design and foster development of pre-school learning initiatives.

He has also helped to facilitate meetings at number of organizations across Hawai'i

- Statewide community EIS meetings regarding the Hawai'i Superferry (HDOT)
- Statewide community meetings regarding the state water management plan (HWRM Commission)
- A citizens and users Ad Hoc Group to advise the Board of Land and Natural Resources on long-term parking alternatives for the Ala Wai Small Boat Harbor in Waikiki
- A complex multi-agency bottom-fish regulatory planning workshop for the Pacific Islands Fisheries Council
- Formation of a water management working group for the Kaloko-Honokohau National Historical Park, Big Island (National Park Service)
- Strategic planning for the YWCA--Hawai'i Island (Hilo), the Hawai'i Coalition for Dads, the Waialae Public Charter School, and Ho'ala School
- Public meetings related to gill-lay-net regulations
- EIS and DEIS hearings for the U.S. Navy related to a munitions wharf in Apra Harbor, Guam
- Remediation efforts at the Ia'o Stream, Maui, for the U.S. Army Corps of Engineers and facilitated public meetings dealing with landscaping of public areas for the Kailua Bay Advisory Council
- The Act 259 Task Force (state mandated planning for 4-year-old early education)
- Co-facilitator of a series of public meetings to help develop the State of Hawai'i, Department of Transportation, Kahului Harbor 2030 Plan

- Co-facilitator of a five-year series of community visioning workshops for a large regional mixed-use development near Mililani, O`ahu, Hawai`i.
- Honolulu City Council panel representing divergent opinions to provide recommendations for improving a controversial county ordinance

Since arriving to Hawaii 1984, Tom has held managerial positions at:

- Outrigger Hotels (VP, Systems/Procedures)
- Bank of Hawaii (VP, Community Reinvestment Act Compliance)
- WATG (formerly, Wimberly Allison Tong & Goo, Hawaii In- House General Counsel/Operations Officer)
- The Ohana Foundation (Legal Services Coordinator and Business Development Director)
- The Nature Conservancy
- AM Partners, Inc. (Principal and General Counsel)

Education

- University of Toronto (BA Honours in Chinese language and cultural studies)
- Harvard Law School

Jonathan Gillentine
808 221-4584

November 26, 2014

Sheila Buyukacar, Director
The IMAG Academy
98-1861 Kaahumanu Street
Aiea, HI 96701

Dear Sheila-

Wow, how exciting to see you moving forward in applying to open a charter school. I look forward to helping your team with any questions regarding the earlier years in elementary school.

As I've been involved with the Hawai'i DOE for over 20 years as a Pre-School Inclusion Teacher, there are a number of differences at this level not experienced by other primary grades. I would be more than happy to help in an advisory capacity now and over the course of your application phase and implementation.

Let me know when you will be meeting via phone or face to face and I will plan on being there. I am honored to be able to help in any way possible.

Best Wishes,



Jonathan Gillentine, PhD, NBCT
Early Learning Specialist
Windward District Office

Dr. Jonathan Gillentine Biography

A National Board Certified Teacher and a twenty year veteran as a preschool inclusion teacher at Rev. Benjamin Parker School currently serves as the Early Learning Specialist for Windward District.

He assisted the Executive Office on Early Learning to promote preschool classrooms for public schools and is highly sought after for his wisdom regarding early grades in elementary school. He has worked on several impact projects to elevate teaching practice, education policy, and public commentary on education.

Awarded the a 2012 NEA Foundation Pearson Foundation Global Learning Fellow, one of a unique class of 32 award-winning public school educators charged with building their global competency skills.

Received the 2012 Horace Mann Award from the National Education Association Foundation

Recognized as an America Achieves Teacher Fellow. America Achieves' Fellows are selected on their impact on student achievement, the quality of their classrooms and school leadership, and their commitment to learning and sharing their expertise.

EDUCATION

Doctor of Philosophy (Ph.D) Curriculum and Instruction
1999-2005
University of Hawaii, Manoa

Master's Degree, Special Education
1979-1981
University of Hawaii, Manoa

OTHER AWARDS and PRESENTATIONS

2014 Hawaii's first Teacher Leader licensee

2014 Teaching & Learning 2014 Conference
National Board for Professional Teaching Standards

2010 Zula International Early Science Educator – NSTA

2007 Cengage Delmar Outstanding Early Childhood Practitioner NAECTE

Attachment N
Evidence of Implementation Support

Donna Porter and Kathryn Tydlacka

Donna Porter
601.347-4662

November 24, 2014

Sheila Buyukacar, Director
The IMAG Academy
98-1861 Kaahumanu Street
Aiea, HI 96701

Dear Sheila-

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. As you have experienced with schools and programs with your work as a Certified Conscious Discipline Instructor, the School Family provides a researched based construct. Its structures, language, rituals, and routines provide us the necessary tools and reminders to effectively learn how to communicate with, notice and care for others.

I am excited to be an essential part of your implementation team. 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 look forward to continuing our discussions throughout the next couple of months while you finalize your charter school application.

As important, I am excited to be a part of your start up and implementation team once you receive charter approval in August 2015. Congratulations on your achievements thus far.

I wish you well!



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

Ms. Donna Porter

Igniting a Passion for Teaching

As a certified Conscious Discipline® instructor I provide ongoing training and coaching to teachers on this remarkable classroom management philosophy. As a motivational speaker, I share messages of wise choices and commitment to education.

For the past decade, I have adapted Conscious Discipline® to efficiently work in the high school arena. With this program, I have never had an office referral. Because of such tremendous success, I have worked diligently to promote it to as many teachers as possible. Over the last ten years, I have presented to hundreds of educators across the state of Mississippi. This is only the beginning of my journey because it is critical that more educators are provided insight into this life changing philosophy.

- Nationally certified speech pathologist
- Educational Diagnostician
- Retired high school public speaking instructor
- Early Childhood Intervention Coordinator
- Texas Scottish Rite Dyslexia Coordinator
- Picayune Teacher of the Year
- Congressional IV District Teacher of the Year Recipient
- The Thad Cochran Arts Integration Teacher of the Year Recipient
- Recipient of the Stephen Sondheim Inspirational Teacher Award presented by the Kennedy Center (2012). CBS News recognized Ms. Porter on national television on March 22, 2013.
- Keynote Speaker for JBHM Best Practices Conference Memphis, TN—July 2012
- Keynote Speaker for MSBA Conference, ADHD Conference, Innovate Education Conference in California, and 11 school districts - 2013
- Presented at numerous conferences and conducted many training sessions
- Recipient of the Ron Clark—Thank A Teacher Contest May 2012
- Featured in American Heroes: Teachers in the Classroom 2013 edition

- Tired of distant Classrooms?
- Tired of feeling disconnected?
- Want to establish family relationships in classroom?
- Ready to help create a community of learning?
- Believe you were called to change lives?
- Believe you were meant to make a difference?

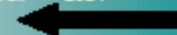


MS. DONNA PORTER, M.S., CCC-SP
Phone: 1-601-347-4662
E-mail: donnasealporter@gmail.com

For more info:

Go to youtube and type in donna porter— cbs news and type in D.J. Batiste and get the full story. OR go to youtube and type in conscious discipline donna porter and/or dewayne batiste.

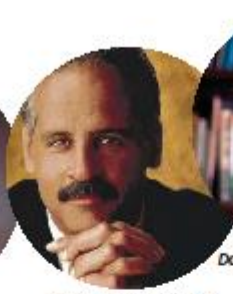
INTERESTED:
Book now Spring or Fall 2014—



Keynote Speakers



Lawrence W. Lezotte, Ph.D.



Mr. Stedman Graham



Douglas B. Reeves, Ph.D.



Ms. Donna Porter



Mr. D.J. Batiste

Lawrence W. Lezotte, Ph.D.

National Education Consultant

Dr. Lawrence W. Lezotte is known as the preeminent spokesperson for continuous school improvement based on Effective Schools Research, making the connection between federal and state mandates for school reform, and the new mission of "learning for all." In addition to his consulting activities, Dr. Lezotte has written widely on continuous school improvement.

Mr. Stedman Graham

S. Graham & Associates

Stedman Graham is chairman and CEO of S. Graham & Associates (SGA), a management and marketing consulting company that specializes in corporate and educational markets. His corporate seminars are driven by his proprietary Nine-Step Success Process™ which teaches teenagers and adults how to understand who they are, develop a vision for their lives, and provides a continuous approach for growth, learning and maximizing personal and professional potential.

Douglas B. Reeves, Ph.D.

The Leadership and Learning Center Founder

Dr. Douglas Reeves is founder of The Leadership and Learning Center, a global research, publishing, and training organization. The author of more than thirty

books and many articles, Dr. Reeves has twice been named to the Harvard University Distinguished Authors Series and received the Contribution to the Field Award from the National Staff Development Council. He was named the Brock International Laureate for his contributions to research and received the Parent's Choice Award for his writing for children and parents.

Ms. Donna Porter

Teacher and Public Speaker

Donna Porter is an Oral Communications/Oral Interpretation teacher at Picayune Memorial High School in Picayune, Mississippi. As a Certified Conscious Discipline® Instructor, she provides ongoing training and coaching to teachers in the state on this remarkable classroom management philosophy. Ms. Porter is also a motivational speaker who shares a message of wise choices and commitment to education.

Mr. Dwayne (D.J.) Batiste

Student and Public Speaker

During the course of a troubled childhood and major difficulties in school, D.J. Batiste started hanging out with gangs. His deepening involvement in gang life, drug abuse, and brushes with the law was steering him away from an honest and productive lifestyle when the interventions of a special teacher inspired him to turn his life around.

BIOGRAPHICAL SKETCH

Ms. Donna Porter

- ❑ Received a Master of Science in Speech/Language Pathology in 1981. Taught an undergraduate class while working on her Masters.
- ❑ After working as speech pathologist in several setting, Ms. Porter began work with Picayune School District in 1987 and served in several different capacities. For several years, she was the Educational Diagnostician for the Special Education department.
- ❑ In 1999, Ms. Porter became the Early Childhood Intervention Coordinator along with duties as Coordinator of the Texas Scottish Rite Dyslexia and Literacy Program for the Picayune School District. During this time, she established quality programs for the Picayune School District in both of these arenas.
- ❑ Ms. Porter has presented information on early childhood development programs and the establishment of an effective dyslexia program for students to many audiences over the past three years. She appeared before the Ms. House of Representatives Education Committee, the Mississippi Senate, and Mississippi Department of Education “Improving Schools Conference” to present relevant information on all the above mentioned programs. She is a very effective presenter.
- ❑ During the summer of 2002 and again in 2008, Ms. Donna Porter attended Dr. Becky Bailey’s “Conscious Discipline Week-Long Summer Institute, Part I” and Conscious Discipline 2. Dr. Bailey is a nationally known, award winning author, renowned teacher, and an expert in Early Childhood Education and Development. This week-long workshop trains participants to come back to their districts or areas to present an innovative approach to classroom management. Dr. Bailey instructs participants on the ‘Seven Basic of Discipline’ and how to implement them in the elementary classroom. These skills and the Conscious Discipline approach leads teachers, schools, and programs through a process that promotes permanent behavior changes in both teachers and children. By attending and successfully completing this workshop, Ms. Porter has the credentials to present this information to educators in our state. She is one of two Certified Instructors for Conscious Discipline in the state of Mississippi.
- ❑ Ms. Donna Porter was awarded the Congressional Four Teacher of the Year in 2006 (top four in the state that year).
- ❑ Ms. Porter moved from the position of Speech Pathologists for Picayune School District to classroom teacher in 2003/2004 school year where she taught Oral Communications at Picayune Memorial High School for the past 9 years (along with her duties of Speech Pathology). Ms. Porter has used the concepts of Conscious Discipline in her high school classes even though it is an elementary based program. She has never had a discipline referral to the office for classroom behavior. During this time as classroom teacher, she and Dr. Penny Wallin has held over 50 training days in the concept of Conscious Discipline to local, state and national audiences.

- ❑ One of Ms. Porter's students, D.J. Batiste, nominated Ms. Porter for a national award in December 2011. In March 2012, Ms. Porter was selected as one of the ten most inspirational teachers in the nation and received the Stephen Sondheim Inspirational Teacher Award presented by the Kennedy Center. CBS News was so impressed by the story that D.J. wrote about in his nomination packet that they did a special report on the CBS Nightly News on March 22, 2012. Later in April, she was also selected as one of two Ron Clark Teacher Awards given by the Ron Clark Academy and Promethean organization.
- ❑ In January 2012, Ms. Porter, D.J. and another educator presented at an international educational symposium in Hawaii where they described Ms. Porter's approach to classroom decorum and behavior.
- ❑ Ms. Porter and D.J. were keynote speakers at the JBHM 'Best Practices' conference in Memphis, Tennessee in July 2012.
- ❑ In October 2012, Ms. Porter and D.J. was the opening keynote for the SEAS Conference (Special Education Conference) held in Biloxi, MS.
- ❑ Ms. Porter has been the keynote speaker this year (2012-2013) in the following school districts – Bay-Waveland School District in Bay St. Louis, Ms., Osceola Arkansas School District, Farmerville School in Louisiana, Laurel School District and Jackson Public Schools in Jackson, Michigan.
- ❑ On February 26, 2013 Ms. Porter and D.J. Batiste were keynote speakers at the Mississippi School Board Association Annual Conference held in Jackson, Ms.
- ❑ Ms. Porter and D.J. were opening keynote speakers in at least nine school districts in the August 2013.
- ❑ Ms. Porter was just notified that she is going to be featured in a national publication entitled "American Teachers: Heroes in the Classroom" in October 2013.
- ❑ Ms. Porter just completed several two day conscious discipline training in Dickinson, TX and Pasadena, TX
- ❑ For the past two years, Ms. Porter has traveled the state of Mississippi presenting the conscious discipline concepts to the Mississippi Alternate Path to Quality Teachers (MAPQT).
- ❑ Ms. Porter has recently been selected to present to the 2013 NBCDI Annual Conference in New Orleans
- ❑ Over the past eight years, Ms. Porter has presented to hundreds of teachers in Mississippi through a series of conscious discipline awareness sessions and four day retreats.
- ❑ Ms. Porter and D.J. was keynote speakers, and sessions speakers at a recent education conference in California.

November 26, 2014

Sheila Buyukacar, Director
The IMAG Academy
98-1861 Kaahumanu Street
Aiea, HI 96701

Dear Sheila,

Thank you for your confidence in the Contextual Foundation Learning. This strategy was developed to help all students reach their full academic potential. As you know, starting a charter school is a huge undertaking that requires a lot of knowledge, wisdom, and experience in best educational practices.

If the commission finds that the focus of your school is providing students with a rigorous and effective academic program, and if your application meets all other criteria required to run a successful charter school, I will do all that I can to assist you with the implementation of CFL strategies. As you requested, I would be happy to provide a few hours of professional development to your teachers and leaders as needed. We can discuss the terms at a later date.

I wish you wisdom and knowledge as you move forward with your application.

Sincerely,

Kathryn Tydlacka

Kathryn Tydlacka
Executive Director, Ka'u Learning Academy

KATHRYN TYDLACKA

P.O. Box 809 Na'alehu, HI 96772

(808)213-1097-kathryntydlacka@hotmail.com

"...I highly recommend her as a school leader."

Dr. Richard Rosenberger, Assistant Superintendent-Sapulpa Public Schools

"...Her vision of education is refreshing, and can only be a benefit to any school district interested in her as a candidate."

Phil Klehm, Principal-Victory Christian School

"...Proved herself to be a capable team player with excellent leadership abilities."

Noel Nation, Principal-Cleveland Middle School

"...Portrays a positive attitude and illustrates a moral and ethical standard of living."

Michael Atherton, Pastor-Christ is Life Church

EDUCATION

2002-2005	Northeastern State University	Broken Arrow, OK
M.Ed., School Administration		
1998-2000	Southwestern AoG University	Waxahachie, TX
B.S., Education/English Specialization		
1992-1993	Hillsborough Community College	Brandon, FL
A.A., Education		

CERTIFICATES AND LICENSES

Standard Principal, OK

K-12 Education, TX

Standard Elementary Education, OK

Standard Secondary Education, OK

LEADERSHIP EXPERIENCE

- Owned/Operated three successful businesses
 - School Community Council Chairperson
 - Association Policy Committee Representative
 - HSTA Convention Delegate, Hawaii
 - Wrote and received education grants
 - Conducted fundraisers
 - Prepared and conducted teacher training workshops
 - Organized and managed volunteers for numerous projects
 - Managed schedules
 - Managed standardized test assessments and data and wrote individual education plans based on results
 - Interim Town Treasurer for Westport, OK
 - Director at Sapulpa Community Theater Sapulpa, OK
 - Auditioned/hired cast/staff
 - Trained and directed actors and crew
 - Scheduled events
-

- Handled media relations
- Managed schedules
- Directed performances

PROFESSIONAL EXPERIENCE

<i>Owner/Operator</i>		
Present	Gilligan's Cafe	Na'aalehu, HI
<i>Teacher</i>		
2011-2013	Na'aalehu Elementary School	Na'aalehu, HI
<i>Director of Education</i>		
2010-2011	Huntington Learning Center	Tulsa, OK
<i>Owner/Operator</i>		
2002-2011	Tom and Jerry's Antiques	Tulsa, OK
<i>Teacher</i>		
2005-2007	Clyde Boyd Middle School	Sand Springs, OK
<i>Teacher</i>		
2002-2005	Cleveland Middle School	Cleveland, OK
<i>Teacher</i>		
2000-2002	Victory Christian School	Tulsa, OK

REFERENCES

Dr. Richard Rosenberger
 Assistant Superintendent, Sapulpa Schools
rrosenberger@sapulpaps.org (918)224-3400

Dr. Dennis Demuth
 Superintendent, Victory Christian School
 (918)491-7720

Philip Klehm
 Principal, Victory Christian School
pklehm@victory.com (918)491-7700

Joe Iacuzzo
 Executive Director, Hawaii Science Festival
joe.iacuzzo@gmail.com (702)808-1609

PERSONAL HOBBIES AND INTERESTS

Scuba
 Hiking
 Travel

My Statement of Interest in Becoming The IMAG Academy's School Director

Sheila Buyukacar

As my experience spans across many years, I would like to highlight two of the many reasons why I believe I would make an excellent School Director. First, my own philosophy and educational endeavors aligns with the vision and mission of The IMAG Academy. Second, my mindset, experiences, knowledge and skills have helped me to become resourceful and able to lead a team through many different levels of complex organizational developments. I believe these characteristics are essential in creating and being a part of a developing school community where there are many uncharted waters.

There are three foundational pieces to my philosophy that drive all of my actions. First, everyone has strengths and passions that should be uncovered and celebrated. Second, it takes a village to raise a child and therefore the school campus includes the entire community. Third, effective communication enables relationships to flourish and provide a more engaging learning environment. These beliefs help me to focus on "How can we do it?" in many difficult situations.

As possibilities inspire me, I have always had a desire to work with children in helping them to better understand their potential and opportunities available to them. A couple of years prior to my USAF retirement, I was excited to finally become a Junior Achievement volunteer facilitator.

Although, I enjoyed the lessons, I found it missing critical elements necessary for children to truly understand their community and in creating their own lives. I was especially passionate about showing them how to connect their strengths and passions to life opportunities. As important, I found myself more and more saddened by the negative and hopelessness I found in the lower grades.

These feelings led to the development of DreamSmart in 2006-7 as an after school and summer program for elementary age students in Colorado Springs. The children explored and experienced not only concepts of idea creation, development and implementation, but how to align one of their strengths and passions to these processes in light of it providing value to others and the community.

Early during the development of DreamSmart, working with children and a school Positive Behavior System (PBS) committee, I realized the concepts I was teaching were very foreign to most people. In addition, it became more and more apparent that what and how a school taught and communicated with their students were driven by the attitudes, beliefs and philosophy of not only each teacher, the administrator, but the rest of the school team. These

experiences showed me how a school's philosophy transcends throughout the school, parent and business communities.

Even as DreamSmart touched over 70 children within its first year, I felt that every child should be afforded this type of learning environment and not as an after school program, but as an integral part of their day, thus my journey began to explore different avenues within the public school system. My experiences and talks with administrators and teachers throughout the last 7 years have solidified my research and my beliefs that a school can make or break a child's learning environment. I also realized the first step to change across a community could be as simple as becoming a part of a school community that believes as I do. Hence, when given a chance, I returned to school to pursue a post-graduate degree in Education in order to strengthen my abilities as a curriculum developer, educator and an instructional leader. This detour has given me greater insight into the workings of a school, its teachers, and the importance of a school's culture. As The IMAG Academy's School Director, I know my underlying philosophy ensures the essential and formative social connections and relationships between all school members (adult-child, adult-adult and child-child) will not only result in student achievement, but will set the stage for on-going successes that positively impact a child's desire to continue learning, community understanding and their love for life.

For the moment, I have not been able to find that school...it looks like we'll have to create it.

Sheila Buyukacar
98-1861A Kaahumanu Street
Aiea, HI 96701
sheila@focusedreality.com
808 779-3878

SUMMARY OF SKILLS and EXPERIENCE

- Business/organizational planning, communications and administration
- Small business startup, development and management
- Budget and financial management
- Personnel training and management
- Service operations implementation and management
- Project and program development, implementation, integration and management
- Quality and process improvement program development and implementation
- DoD technology and governance program development and administration
- Event planning and execution
- Career/leadership education curriculum development
- Leadership and professional development training
- Youth and education curriculum development and instruction
- Early childhood care provider professional development training

EDUCATION and CERTIFICATIONS

University of Hawaii, College of Education – Masters – Curriculum Studies – December 2013
Course work completed-Master of Science in Educational Administration – 29 credit hours
Certified Conscious Discipline Instructor (2008 – 2011)
Conscious Discipline is a classroom management program designed to provide educators with the awareness and skills to create safe, connected and problem solving learning environments.
Air Force Institute of Technology (Graduated – March 2001)
Master of Science in Information Resource Management
Central Michigan University (Graduated – August 1994)
Master of Science in General Administration
University of Hawaii (Graduated – May 1981)
Bachelors in Business Administration – Marketing

EMPLOYMENT HISTORY

Owner/Adult and Youth Leadership Education Instructor, Focused Reality LLC
Colorado Springs, CO and Honolulu, HI (February 2006 – Present)

My interest in teaching others about their community and life choices led me to start my own company in leadership and professional development training. In addition to developing and delivering training sessions and programs, I am responsible for the on-going business operations, its direction, and communications. Foundation to my services, the DreamSmart hands-on curriculum affords me the ability to personalize lessons to the needs of the school and its students. The Connections program incorporates the DreamSmart and Conscious Discipline frameworks offering awareness and activities under a sustainability theme.

Created and delivered Connections Program (Sep – Dec 2010)
Wilson School
Created and delivered Friday Connections Program (Oct – Dec 2009)
Furlough Friday Program – leased space at Kahala Elementary
Conscious Discipline Training & On-Site Implementation (Aug – Sep 2008)
American Renaissance Academy, Hawaii - Kindergarten to 9th grade
Created and delivered Dream Smart program (Jan – Dec 2007)
Colorado Springs School District 11
Child Nursery Centers of Colorado Springs (currently Early Connections Learning Centers)
Educational Speaker/Presenter (2007 – 2013)
Kamehameha Schools Cultural Based Education Conference (2013)
Hawaii Association for the Education of Young Children (2007 – 2011)
Parenting Workshops - Rainbow Schools – Mililani (2008 and 2009)
Hawaii DOE Career Technical and Education Pathways Conference (2008)
Colorado Association for the Education of Young Children (2007)
Parenting Workshops – Conscious Discipline and How to talk so kids will listen (2006 – 2007)

**Executive Director, The Baby Hui
Honolulu, HI (February 2010 – January 2011)**

I was responsible for managing and improving the customer service of its parent support group activities. I analyzed and simplified the budget and financial management reports resulting in a better understanding of the revenue and costs of the organization. With a better view of our client's needs and our products, services, and organizational strengths, we were able to provide monthly (vs. quarterly) parent and child educational and recreational programs at multiple locations across Oahu.

**Owner/DoD Information Technology (IT) Consultant, Organizational Logic, Inc.
Colorado Springs, CO (March 2003 – December 2007)**

My management expertise and ability to simplify complex subjects and situations helped me to easily analyze an organization's operational processes and activities. I was able to work with a diverse group of people and provide them with guidance integrating new ways into their day-to-day operations. I was also responsible in developing training programs to accompany organizational changes.

IT Training Consultant (2003)
US Army, Washington, DC

IT Organizational Process Consultant (2004 – 2007)
AF Space Command, Peterson AFB, CO and Pacific AF Command, Hickam AFB, HI

**Communications Officer, US Air Force
(March 1984 – July 2004)**

During my 20 years of service I had many opportunities to work in a variety of areas building upon my leadership and management capabilities. For example, during my last assignment I was selected to be a strategic analyst and program developer for the AF Space Command's Communications Directorate Senior Officer. This position afforded me the opportunity to turn his vision into implementable programs across 10 bases. It required expertise and skills in policy and operations process development, project planning, implementation and integration, and communications.

Over the course of my entire career I was able to lead small and large groups of people. My knowledge and skills increased in the areas of budget and financial management, personnel training and management, service operations development and management, event planning and execution, and organizational quality and process improvement. The following is a summary of the positions I performed in the US Air Force.

IT Program/Project Manager (2001 – 2004)

AF Space Command, Peterson Air Force Base, CO

IT Program/Project and Testing Manager (1996 – 1999)

HQ Intelligence Agency, Kelly Air Force Base, TX

Department Manager/Section Commander (1994 – 1996)

Support and Network Operations, Camp Humphreys AB and Osan AFB, Republic of Korea

IT Business Analyst (1992 – 1994)

Southeast Air Defense Sector, Tyndall AFB, FL

Executive Assistant/Officer (1990 – 1992)

Support Group, Tyndall AFB, FL

Flight Steward (1987 – 1990)

US Pacific and Pacific AF, Hickam AFB, HI

Club Manager (1984 – 1987)

Norton AFB, CA and Hickam AFB, HI

MWR Marketing Assistant

Club Manager – Seabreeze Restaurant

Club Manager – Pizzaria

Club Manager – Par 3 Snack Bar

Club Manager – NCO Club

Sheila Buyukacar's Pedagogical Creed

Through our relationships with others we feel, see and create the world.

We are human. My overall philosophy continues to evolve from my beliefs that to **be human** we must use the unique capabilities, strengths, talents and potential we have been given as it is intertwined with our spirit, heart and mind. Deep down inside, I truly believe there can be a peace-filled world, as I believe we have the ability to distinguish between right and wrong. We can think, we can imagine, we can choose and we CAN make different decisions and evoke more caring, civilized, mindful, accepting, and giving behaviors!

As a result, I believe it is my responsibility to bring the best of our collective thoughts and theoretical frameworks into practice for it is the only way to ensure a child's individualized strengths and abilities will be revealed and shared. As an educator, I need to creatively integrate not only content and my pedagogy, but the pedagogical content knowledge afforded me as an artist of my teaching profession (Shulman, 1987). Collaborating with colleagues will be essential. In addition, not only does my professional development have to be continuous, deliberate and purposeful, I must also ensure the development of my individual students. Paul H. Hirst reminds me knowledge is a distinctive human quality and improvement of the mind will be its greatest good and may result in the development of skills, virtues or other helpful characteristics that help me to understand how I ought to live (1965).

I am my environment. My "being" has been formed by my interactions with the world for I am my thoughts, feelings, decisions and behaviors. As I am formed by my environment, I must remember, so are my students and their beliefs and motivations may influence both their rational and irrational actions (Ericson & Ellett, 1996).

As a result, I believe it is my responsibility to understand these real and sometimes illogical motivators. As an educator, I must maintain a level of exhilaration, curiosity and courage to be able to persist in acting on the simple answers to "How CAN we...?"

I am an educator. I believe as stated in The Paideia Proposal "there are no unteachable children (Adler, 1982, p 8) and that "every child is educable up to his or her potential...not just trainable for jobs" (Adler, 1982, p 7). Children must be allowed to be and remain curious, imaginative, and open. Dr Yong Zhao, highly recommends our focus should be and remain on maximizing the potential of a child through focusing on building upon his strengths and talents (2012).

As a result, I believe it is my responsibility to create a safe and peace-filled culture and atmosphere. As an educator, I will continue to study the research of methods and theoretical frameworks as well as examples of practical applications across the field of educating our children. I will seek out examples of success and trials to understand and emulate its best results. I will serve as a child's model through my teaching strategies; I will evoke a sense of wonder, curiosity, creativity and empathy. I will connect the passions, both mine and theirs as we become more confident in our own global awareness and competency (Zhao, 2012).

I am the difference. With this knowledge, I will focus on my strengths, my passions, my talents as I continue to acquire the necessary skills to find how we CAN create the essential relationships to thrive in being human because in an instant, a word, a smile, a touch, a decision can extinguish a flame or it can light a fire. In an instant, a child can engage and learning can be fun. In an instant a dream can be recognized, uncovered, rekindled or given wings. For in every instance, I must choose to believe with certainty that "yes I can" because my evolution continues as my life experiences culminate daily—realizing I am a true work in progress (Bailey, 2000).

As a result, I believe it is my responsibility to be of value and be everything in my ability to help a child to broaden their creativity, imagination, judgment, thinking and communicative skills as they develop their knowledge, abilities and qualities (Hirst, 1965). As an educator I will work within a collaborative mindset and understand my obligation to continue to develop in my overall development as a person as well as in my craft and its specific content area.

In the end, I am a person, a passionate being, ready, willing and wanting to be an example for children to emulate and integrate into their view and part of their world. Together, we will be able to create the necessary solutions that will continue to build upon our knowledge and skills.

The summary titled "I as a Person...as a Teacher", attempts to encapsulate the things I believe I need to do during the normal course of a day in order to be the role model and educator my students will need me to be. It summarizes my feelings of my current place in this world. The underlying result, I hope, ensures there is *one* thing I truly believe with certainty. Focused on our strengths and talents... **Yes, We Can!**

I as a Person...as a Teacher

I must always strive to create an atmosphere and environment where everyone feels safe, accepted and valued; including myself.

To me, the world is a village where everyone is a valuable contributor to its well-being. I believe we all want the same things that life offers us as human beings; peace, love, happiness, a sense of self as well as a feeling of value and belonging.

These beliefs drive every strand of my being; as a person, a teacher and a member of this village. Therefore, I feel these human needs should be afforded to every child, every person. My focus must be on each of our abilities, for I truly feel each of us is at-risk to settling far below our potential.

The success of our human potential is built upon relationships with every aspect of our environment and it is my responsibility to use all of my abilities as well.

I must create...

- ✓ An atmosphere and environment where *everyone* feels safe, accepted and valued.
- ✓ Experiential connections by focusing learning on bringing lasting value to our community.
- ✓ Experiences that teach and result in helpful life skills.
- ✓ Advocacy for those currently less fortunate.

I must always strive to...

- ✓ Listen and hear what is being said and its underlying meaning or request.
- ✓ Acknowledge the situation from another's point of view.
- ✓ Work collaboratively with all those involved.
- ✓ Provide humanistic strategies for as long as possible.
- ✓ Explore better ways of thinking and doing.
- ✓ Share with others my abilities, ideas, wins and failures.

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Shulman, Lee S. (2007). Knowledge and Teaching: Foundations of the New Reform.

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BUSINESS MANAGER

Our students are at the center of our mission, surrounding them are their learning environment, our teaching community, and school organization. Although the Business Manager will be expected to understand how the entire school is integrated, the Business Manager is a critical position within the school organization.

FOCUS: School Organizational Governance

Manages the business and governance affairs of The IMAG Academy; directs the budgeting activities; provides assistance to the School Director on school organizational and administrative matters and performs other related duties as required.

Our ideal Business Manager must have

- A commitment to our mission and our instructional framework of community centered V-BASE projects and IMAG practices that extend standards-based content subject knowledge and skill acquisition.
- The ability to manage the ambiguity and multiple priorities inherent in an entrepreneurial environment
- Experience being a proactive problem solver who demonstrates initiative and teamwork in strengthening and stabilizing organizational systems
- An open mind and a collaborative leader in managing school organizational and financial processes and policies
- Ability to recruit and support outstanding staff
- Experience with functioning successfully in diverse, multicultural environments and a genuine appreciation and respect for the diverse peoples of Hawai'i.
- Willingness and ability to effectively lead school advancement efforts including fundraising, development, marketing, and community outreach.
- Flexibility and willingness to actively participate in our school community
- Outstanding organizational skills and high attention to detail; outstanding written and oral communication skills

EXAMPLES OF DUTIES AND RESPONSIBILITIES

1. Responsible for managing the school's organizational affairs and activities such as maintenance of fiscal records, handling business and personnel matters, and controlling of the allocation of funds.
2. Ensures the school is in line with department and agency guidelines, policies and directives; State laws, rules and regulations relative to reporting, fiscal, and personnel activities of a school

3. Plans, directs and coordinates the accounting, personnel, business, and other work activities of a school business office
4. Formulates and prepares the operating budgets
5. Directs the preparation of fiscal statements and analyzes and interprets such statements
6. Consults with and advises the School Director on personnel, fiscal and general business procedures and policies
7. Assists in long-range and special problem planning; analyzes work methods and procedures for work simplification and standardization
8. Prepares letters and answers correspondence on behalf of the school
9. May represent the School Director in conferences with officials of the State and other government jurisdictions on management, personnel and financial matters

Employment Standards

Education: Bachelor or Master's degree in a variety of areas are acceptable; ie public, organizational or educational administration.

Experience: Five years of successful organizational governance experience – public or private school experience preferred

Credential(s): Negotiable

Knowledge and use of: Principles and practices of policy, governance, administration and supervision; principles and practices of financial management; budget preparation and budgetary control; office practices and procedures.

Demonstrates ability to: Understand and interpret laws, rules and regulations; secure and analyze facts and make administrative decisions; develop new work procedures; analyze financial statements and reports; prepare clear and concise reports; plan, lay out, assign and review the work of others; maintain cooperative working relationships with others; supervise a varied program of business activities; communicate effectively.

COUNSELOR

Our students are at the center of our mission, surrounding them are their learning environment, our teaching community, and school organization. Our Counselor's will be expected to understand how the entire school is integrated. Our Counselors are critical positions within all aspects of the school.

FOCUS: Learning Environment & Teaching Community - Student Academic & Social Success

JOB SUMMARY: Responsible for providing counseling and guidance in direct support of student achievement and success. Works directly with students in their academic, personal and social growth, and educational planning. Works collaboratively with teachers in building a support net for each student. Assists and mentors students in establishing successful academic and social habits.

Our ideal Counselor must have

- A commitment to our mission and our instructional framework of community centered V-BASE projects and IMAG practices that extend standards-based content subject knowledge and skill acquisition.
- The ability to manage the ambiguity and multiple priorities inherent in an entrepreneurial environment
- Experience being a proactive problem solver who demonstrates initiative and teamwork in strengthening and stabilizing organizational systems
- An open mind and a collaborative leader within both a student's learning environment and our teaching community
- Experience with functioning successfully in diverse, multicultural environments and a genuine appreciation and respect for the diverse peoples of Hawai'i.
- Willingness and ability to effectively lead school advancement efforts including fundraising, development, marketing, and community outreach.
- Flexibility and willingness to actively participate in our school community
- Outstanding organizational skills and high attention to detail; outstanding written and oral communication skills

EXAMPLES OF DUTIES AND RESPONSIBILITIES

Student focused duties:

Meet and provide support and guidance to all students being mindful and accepting of their particular academic and social strengths and needs in achieving their goals; current educational, post-secondary, and career and vocational.

1. Provide individual counseling for educational planning and realistic self-concept development
2. Provide group support which focus on student interpersonal needs such as anger management, healthy relationships, and study skills.
3. Conduct intensive appraisal, analysis, and evaluation of students' individual strengths and weaknesses as needed.
4. Be the liaison between the student (and family) with other school and department personnel regarding needed services; advance learning, underachievement, below grade performance, special services (ELL, SPED, Homeless, Gifted and Talented, etc)

Teacher focused duties

1. Provide consultation to teachers in effective use of guidance techniques
2. Work with teachers on case studies of students who have special needs

Administrator focused duties

1. Coordinate the development of comprehensive guidance and testing programs.
2. Provide staff with data about individual students and groups of students to facilitate and encourage learning
3. Direct all referrals to the appropriate resources.
4. Provide assistance with orientation activities for incoming and transitioning students.

Employment Standards

Education: Bachelor's degree required - Master's degree - preferred.

Experience: Five years of successful counseling experience – exposure to all grades preferred

Credential(s): Hawaii Teacher Standards Board School Counselor license

Knowledge and use of: Current principles, practices, techniques and objectives of school counseling and guidance, educational philosophy and psychology; ethics and standards of the American School Counseling Association; educational tests, measurements and statistics; research methods; and community health, social and employment resources.

Demonstrates ability to: Effectively relate to students and their problems and concerns, support students, parents, colleagues, school administration, and the community; maintain a high level of integrity with regard to matters which may be considered to be confidential in nature; and develop and coordinate programs in problem-solving and interpersonal relationships; perform duties with minimal supervision.

CURRICULUM RESOURCE TEACHER

Our students are at the center of our mission, surrounding them are their learning environment, our teaching community, and school organization. Our Curriculum Resource Teachers will be expected to understand how the entire school is integrated. Our Curriculum Resource Teachers are critical positions within the teaching community of the school.

FOCUS: Teaching Community - Teacher Professional Development

JOB SUMMARY: Responsible for providing curriculum support systems in direct support of teachers. Lead school level program and curriculum development, implementation, and sustainment. Effectively communicates professional and critical feedback on teacher instructional strategies and classroom practices. Assists and mentors new teachers in establishing effective classrooms.

Our ideal Curriculum Resource Teacher must have

- A commitment to our mission and our instructional framework of community centered V-BASE projects and IMAG practices that extend standards-based content subject knowledge and skill acquisition.
- The ability to manage the ambiguity and multiple priorities inherent in an entrepreneurial environment
- Experience being a proactive problem solver who demonstrates initiative and teamwork in strengthening and stabilizing organizational systems
- An open mind and a collaborative leader within both a student's learning environment and our teaching community
- Experience with functioning successfully in diverse, multicultural environments and a genuine appreciation and respect for the diverse peoples of Hawai'i.
- Willingness and ability to effectively lead school advancement efforts including fundraising, development, marketing, and community outreach.
- Flexibility and willingness to actively participate in our school community
- Outstanding organizational skills and high attention to detail; outstanding written and oral communication skills

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

1. Collects, analyzes, and summarizes district data on student performance, and student, staff and community needs.
2. Prepares summaries and interpretations of data analysis.
3. Develops teaching strategies and instructional materials to improve instruction.
4. Performs classroom visitations and demonstrations to provide curriculum and instructional strategies.
5. Serves as a representative for curricular projects in identified content areas.

6. Works with individuals and leadership teams on identified areas of focus.
7. Informs members of the school of major trends and developments in instructional strategies.
8. Develops performance criteria for approval.
9. Promotes the content relevance and effectiveness in terms of established objectives.
10. Confers with administrators and others on content issues and solutions.
11. Takes a leadership role in the development or revision of school curriculum.
12. Orients new teachers to school philosophy and requirements.
13. Recommends the use of district-adopted instructional materials, including textbooks, reference books, kits, audio-visual aids and equipment.
14. Assists with staff development programs.
15. Devises and maintains records and reports as necessary.
16. Assists administrators and/or school teams in the development, implementation and evaluation of school improvement plans.
17. Assumes other duties and responsibilities as assigned by the school administrator(s).

EMPLOYMENT STANDARDS

Education: Master's degree in curriculum and instruction preferred.

Experience: Five years of successful teaching experience – elementary and/or middle school grades preferred

Credential(s): Appropriate teaching credential

Knowledge and Abilities: Demonstrates leadership skills, effective interpersonal skills and organizational skills; knowledge of effective instructional strategies; ability to demonstrate effective practices; effective oral and written communication; ability to perform job duties with minimal supervision.

STUDENT SERVICES AND PROJECTS COORDINATOR

Our students are at the center of our mission, surrounding them are their learning environment, our teaching community, and school organization. Our Student Services and Projects Coordinator will be expected to understand how the entire school is integrated. Our Student Services and Projects Coordinator are critical positions within all aspects of the school.

FOCUS: Learning Environment and Teaching Community - Family and Faculty Support

JOB SUMMARY: Coordinates the appropriate accommodations, interventions or services to help students succeed. Organizes the school's community centered projects through partnerships with community businesses and members. Keeps appropriate detailed records to facilitate governance to all applicable rules, policies, and laws.

Our ideal Student Services and Projects Coordinator must have

- A commitment to our mission and our instructional framework of community centered V-BASE projects and IMAG practices that extend standards-based content subject knowledge and skill acquisition.
- The ability to manage the ambiguity and multiple priorities inherent in an entrepreneurial environment
- Experience being a proactive problem solver who demonstrates initiative and teamwork in strengthening and stabilizing organizational systems
- An open mind and a collaborative leader within both a student's learning environment and our teaching community
- Experience with functioning successfully in diverse, multicultural environments and a genuine appreciation and respect for the diverse peoples of Hawai'i.
- Willingness and ability to effectively lead school advancement efforts including fundraising, development, marketing, and community outreach.
- Flexibility and willingness to actively participate in our school community
- Outstanding organizational skills and high attention to detail; outstanding written and oral communication skills

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

Student Services Coordinator (SSC) duties

1. Serve as a link for parents of students needing testing to determine possible special education preschool services.
2. Guide parents and teachers through the process of obtaining accommodations
3. Assist parents in a timely manner with determining and providing appropriate special education services for students who are eligible for special education services.
4. Provide information about community services, either State or private, that families may qualify for such as Easter Seals, DHH, respite, support groups to name a few.
5. Contact previous schools for additional information and records with parent consent on a case by case basis.

6. Set up transition meetings between school levels when students with special needs are graduating into a different school level or to another Hawaii school to ensure a smoother transition.
7. Provide additional copy of confidential records for parents to hand carry to their next duty station to expedite the continuation of services.

School Project Coordinator duties

1. Coordinate details of community centered V-BASE projects
2. Work closely with the School Director, teachers, and community partners
3. Assist in developing planning, and implementing goals and objectives for school projects, recommend and administer policies and procedures
4. Evaluate operations and processes and recommend improvements and modifications
5. Monitor projects to ensure consistency with school goals, strategic plans, policies, and procedures
6. Collect and analyze a variety of information and statistics relating to school projects, and summarizing findings, preparing reports and making recommendations.
7. Develop and conduct training seminars or workshops on functional or organizational topics.
8. Assist in developing and monitoring operational budget and allocation of expenditures in an assigned functional area
9. Prepares cost estimates and justifications for budget item recommendations
10. Collect and analyze a variety of information and statistics, preparing reports and making recommendations.
11. Prepare for and participate in/on a variety of community committees, workshops, meetings, training sessions, task forces, and conferences.
12. Perform other duties of a similar nature or level.

EMPLOYMENT STANDARDS

Education: Bachelors required - Master's degree preferred.

Experience: Five years of successful teaching experience – elementary and/or middle school grades preferred

Credential(s): Appropriate teaching credential

Knowledge and Abilities: Demonstrates leadership skills, effective interpersonal skills and organizational skills; knowledge of effective instructional strategies; ability to demonstrate effective practices; effective oral and written communication; ability to perform job duties with minimal supervision.



IV. Initial Proposal Amendment

Created: 01/28/2015

Last updated: 03/16/2015

Page 1

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.



VI. Organizational Plan & Capacity

Created: 01/28/2015

Last updated: 03/16/2015

A. Governance

Evaluation Criteria Note: A strong Organizational Plan is coherent overall and aligned internally with the school's mission and vision, Academic Plan, and Financial Plan

A. Governance

Evaluation Criteria Note: The governing board's mission, vision, and philosophy are not separately rated by the evaluators. However, these mission and vision statements should align with the proposed school's mission and vision and other parts of the application.

Evaluation Criteria. A strong response will have the following characteristics:

- A clear description of a governance philosophy that is aligned with the proposed school's mission and vision.
- An organization chart that clearly indicates all positions, delineating board and management roles and lines of authority.
- Effective governance structure, including board size, current and desired composition (including diverse expertise and effective representation), powers, and duties that will foster the proposed school's success. If the proposed school has a virtual or blended learning program, a clear description of the role the governing board will play in the online learning program and a clear and realistic description of the knowledge of online learning that the proposed governing board currently possess or will endeavor to possess.
- Current and proposed board members who demonstrate (as documented by resumes and Board Member Information Sheets) the will, capacity, and commitment to govern the proposed school effectively; and a shared vision, purpose, and expectations for the proposed school; or if not all members have been identified, evidence of a comprehensive plan for identifying and recruiting governing board members with the necessary skills.
- Evidence that the proposed governing board members will contribute the wide range of knowledge, skills, and commitment needed to oversee a successful charter school as described in HRS §302D-12, including academic, financial, legal, and community experience and expertise.
- If applicant is a nonprofit organization, a description of the current and future governance structure and a sound plan for transforming the existing board to assume its new duties or for forming a new board.
- Effective governance procedures, including planned frequency of meetings, standing committee structure, and selection of governing board members and committee chairs. Adequately explains how the public will have meaningful access to governing board meetings.
- Governing bylaws, policies, and procedures that are comprehensive and sound.
- Appropriate Code of Ethics and Conflict of Interest policy or procedures that will minimize real or perceived conflicts.
- Sound plan and timeline for board recruitment, expansion, orientation of new members, and ongoing training for members, including thoughtful identification of desired experience and capacities.
- Clear roles, duties, and composition of any advisory bodies or councils, and effective relationship to the proposed school governing board and the school's leadership team or management team.

1. Describe the mission and vision of the proposed school governing board, if different from the proposed school's mission and vision. Provide, as *Attachment U (no page limit)*, the proposed school governing board bylaws and any other governing policies (except the Code of Ethics and Conflict of Interest policy and Complaints Procedures, which will be provided separately), and as *Attachment V (required form)*, the completed and signed Statement of Assurances ([Exhibit 3](#)).

2. Provide a concise description of the governance philosophy that will guide the proposed school governing board, including the nature and extent of involvement by key stakeholder groups and any advisory bodies.

The vision of the governing board is to uphold the academic, organizational, and fiscal capabilities of The IMAG Academy. Its mission is to ethically govern by investing in, developing, implementing, ensuring, and maintaining sound and proven governance practices across all aspects of our school in order to sustain it into the future.

Board members will be expected to be ethical, legal, and financial stewards of The IMAG Academy. They will be responsible to represent and maintain the school's vision and mission while being responsive to the School Director and other stakeholders in their charge of our academic success and sustainability.

The other key stakeholders within this governance structure are The IMAG Foundation, School Director, and Advisory Board (Students, Teachers, Staff, Parents, and Community Members).

The IMAG Foundation's sole purpose is to serve as the non-profit 501(c)3 organization for the school. It will be formed upon completion of this application, March 2015.

The School Director will be responsible for the appropriate use of resources by all school personnel. The director will make the appropriate adjustments to ensure the proper mixture of people, processes, infrastructure and organizational structure are efficiently and effectively achieved in all levels of the school; learning environment, teaching community and school organization.

The School Advisory Board will be made up of a representative from each advisory group; students, parents, teachers, staff and community. In the initial years each group will have a single representative to the Advisory Board. With each subsequent year, the governing board will guide its growth through continued review.

Attachment U (no page limit)

Note: Uploaded files should be .pdf files only unless otherwise instructed.

<http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2575401-BfoIvZC5C/U Atch - Updated 3-13-15 Bylaws & Governing Policies.pdf>

Attachment V (required form)

Note: Uploaded files should be .pdf files only unless otherwise instructed.

<http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2575401-6z8fWnrmWz/V Atch Updated 3-13-15 Statement of Assurance.pdf>

3. Submit, as *Attachment W (no page limit)*, organization chart(s) that show the proposed school governance, management, and staffing structure in: a) Year 1; and b) all years until full capacity is reached.

The organization charts should clearly delineate the roles and responsibilities of (and lines of authority and reporting among) the proposed school governing board, staff, any related bodies (such as the proposed school's supporting nonprofit organization, advisory bodies, or parent/teacher councils), and any external organizations that will play a role in managing the proposed school. The organization charts should also document clear lines of authority and reporting between the proposed school governing board and proposed school and within the proposed school.

Note: Uploaded files should be .pdf files only unless otherwise instructed.

<http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2575401-7dpOB0ldK3/W Atch - Updated 3-13-15 Organizational Charts.pdf>

4. Describe the governance structure of the proposed school, including the primary roles of the proposed school governing board and how it will interact with the school director, any school management teams, any essential partners, and any advisory bodies. Describe the size, current and desired composition, powers, and duties of the proposed school governing board. Identify key skills or areas of expertise that are or will be represented on the proposed school governing board. Explain how this governance structure and composition will help ensure that a) the proposed school will be an academic and operational success; b) the proposed school governing board will evaluate the success of the proposed school and school director; and c) there will be active and effective representation of key stakeholders, including parents or guardians. If the proposed school has a virtual or blended learning program, describe the role the governing board will play in such program and any requisite knowledge of online learning that the proposed governing board currently possesses or will endeavor to possess.

Our governance structure is made up of the governing board, advisors, an advisory board, and school director.

Governing Board

The Governing Board will have at least 9 members. It will consist of a President, Vice President, Secretary, and Treasurer. The remaining positions will be designated as Board Members.

When building a high performing school, the Board will maintain members with a diversity of expertise and viewpoints. The following is our desired collective skills set.

1. Governance, program or project management

2. Non-profit administration
3. Financial management
4. Educational leadership
5. Labor relations
6. Contract development, negotiations, and execution
7. Human resource management
8. Marketing, public relations, and/or communications
9. Funds development and/or fundraising
10. Legal affairs
11. Strategic planning
12. Policy making
13. Facilities management

We will use a committee structure to support well-informed decisions. Committees/task forces will provide us focused research, deeper discussion and vetted solution recommendations.

The Governing Board is charged with five areas of responsibility.

1. Ensures Effective Governance and Accountability

The board has started to develop effective governing policies and procedures to ensure our school's performance. Financial and organizational management measurements are part of our monthly and on-going reviews and decision-making. These measures will also provide support and guidance to our School Director. The relationship between the board and our school director will be built on trust through an on-going feedback process which includes the annual use of an unbiased evaluation tool.

2. Ensures Effective Organizational Planning

The board will maintain a strategic vision and plan that sustains best practices in academic performance, governance and financial management.

3. Manages and Ensures Adequate Resources

The board will approve our annual operating budget that ensures we have appropriate resources in both the short and long term. In support of our budget requirements, the board will also take charge and manage our fundraising and funds development.

4. Ensures Alignment with School Purpose

The board must align its efforts with The IMAG Academy's vision, mission and values with an ultimate focus on the improvement of student performance.

5. Assesses the Governing Board Performance

Board member's professional development is critical to a board's performance and is scheduled three times a year. The board will be required to assess its performance on an annual basis to ensure performance is strengthened and improved.

Advisors

Professionals unable to commit to serving as a Board Member may be asked to compliment the board's expertise as an Advisor to the Board. The role and responsibility of an Advisor is to provide expert and professional guidance on pertinent areas of concern.

Advisory Board

An advisory board will be made up of representatives from each stakeholder group; students, parents, teachers, staff, and community. Each group will act as a forum for its members to meet, discuss, and collaborate on solutions to opportunities and concerns. Each will have a representative to serve as the conduit to both the Governing Board and The IMAG Academy's School Director.

School Director

The School Director is charged with building and maintaining a positive school culture with the necessary mixture of people, processes, infrastructure and organizational structure. Academic excellence is our goal.

5. List all current and identified proposed school governing board members and their intended roles. Summarize members' qualifications for serving on the proposed school governing board. Explain how each member meets any of the considerations in HRS §302D-12. In *Attachment X (required form; no page limit)*, provide a completed and signed Board Member Information Sheet ([Exhibit 4](#)) and resume for each proposed governing board member. If a governing board member's resume is attached elsewhere in this application, state so on the Board Member Information Sheet. If not all board members have been identified, describe the plan for identifying and recruiting governing board members and the skills and qualifications that these governing board members should possess.

Our board has a diverse perspective and objectivity based on their current and past experiences. Our advisors will continue to work with us to produce a board candidate list of experts in grant writing, funds development and legal affairs. We will continue to distribute school information and our board needs at neighborhood meetings and events.

Hanlan Bowlan-Academic teaching in project based learning

Hanlan's 15 years as an educator in a variety of positions across K-12 provides us with a hands-on viewpoint of project-based learning.

Sheila Buyukacar-Nonprofit governance (Resume located in Attachment O)

Sheila has a wide range of non-profit experience as an executive director and group facilitator. She also has been involved with organizational strategic planning, policy, program and process development and fundraising and events management.

Cheryl Cudiamat-Human resource and business marketing

Cheryl owns a preschool responsible for providing an engaging educational environment. She develops, maintains, and controls the organizational and human resource requirements and its marketing.

Mr Joesph Evans, CPA and financial controls and compliance management

Joe has over 34 years of financial management with over 7 years within several Hawaii public charter schools.

Mr Keoni Inciong-Academic management and program level oversight

Keoni has extensive experience in developing and growing Hawaii's Hawaiian Education system. He has project and placed based learning experience as a teacher and curriculum administrator within the Kamehameha Schools and all levels of the HI DOE.

Martha Nahale-Contract and project management

Martha's expertise is in contract negotiation/execution, project and resource management in a for-profit organization.

Attachment X (required form; no page limit)

Note: Uploaded files should be .pdf files only unless otherwise instructed.

<http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2575401-mT9u7l6H1y/X Atch - Updated 3-13-15 Board Member Information Form.pdf>

Is this application being submitted by an existing nonprofit organization? (Only select "Yes" if "nonprofit organization" was the type of applicant group selected in the Intent to Apply Packet.)

No

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

Selection of the five current founding board members.

Our original founding members, Sheila Buyukacar and Cheryl Cudiamat both agreed to support each other in building a community-centered, project-based, and family learning environment.

All recommended founding members reviewed our school background information and were interviewed to ensure they understood and believed in our mission, vision, and values and their roles in opening The IMAG Academy. All agreed. Each has received our conflict of interest and code of conduct policies.

Currently and during startup, prospective board members will go through the same process as described above. Currently, we are seeking members with expertise in grant writing, funds development and legal affairs. Current founding members and advisors will continue to help identify possible board candidates.

Meeting frequency:

Start-up phase – Monthly face-to-face meetings with electronic updates will be conducted throughout the startup phase. Committee and task force chairs or point of contacts will meet as needed; facilities, governance development, teacher and student recruitment, fundraising and funds development. Board professional development will also be scheduled during this time. As our school director will be the full-time organizer, daily communication with the Governing Board President is expected.

2016-17 School Year Transition – Meetings will continue on a monthly basis to ensure standing committee progress as well as board member and team development. Upon transitioning to the Governing Board, member orientation and training will begin as soon as the board is confirmed.

2016-17 School Year – Monthly meetings will continue for the board, committees, and task forces. Meetings will be held at one of the school’s meeting or conference rooms and guided by a published agenda. To allow for the public to know and have access to board meetings, meeting dates, reminders and agendas will be sent home, published in our newsletter and posted on our website. Meetings will be documented with minutes and accessible on our website.

Committees:

We will use committees and tasks forces. Committees will focus on the on-going organizational operations of the school’s governance and capacity. The following are the proposed initial committees; Executive, Finance, Governance, Board Development, Facilities, and Academic Performance. In most cases, committee chairs will be board members with an interest and/or expertise in the activities of the committee. Other chairs will be recruited from our advisory groups.

The following are the proposed tasks force to be implemented during the startup phase; Grants, Startup Facilities, Personnel Recruitment, Enrollment and Student Recruitment, Curriculum-Project Alignment, Board Capacity/Development, Organizational Processes, and Documentation/Forms. Our task force leaders will be identified based on their expertise in the specific area.

The list provided in Section VI.A.4 outlines a collective skills set of the expertise of members needed to create a diverse and capable board. Board member recruitment and vacancies will be tied to the board’s strategic plan and handled by our Board Development Committee. This committee’s work will be a year-round, on-going activity that will employ both profile and recruiting matrices to ensure a set of recruiting priorities will guide their efforts.

8. Describe the proposed school governing board’s ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as *Attachment Y (no page limit)*, the proposed school governing board’s proposed Code of Ethics and Conflict of Interest policy. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the proposed school governing board will take to avoid any actual conflicts and to mitigate perceived conflicts.

One of the major responsibilities of our Governing Board will be to govern and manage itself. Along with board development (ie proper and purposeful recruitment, initial and recurring orientation and consistent board member training) instituting a system of checks and balances will be key to governing ourselves.

A signed written agreement to ensure full disclosure of conflicts of interest and to uphold our code of ethics will be completed as part of our initial orientation. It will also be re- accomplished on an annual basis. In addition, as part of our board self-assessment, our governance committee will review these policies regularly to ensure they still reflect our needs in avoiding potential or actual conflict of interest.

We believe there are no existing relationships that could pose actual or perceived conflicts of interest or ethical dilemmas.

Attachment Y (no page limit)

Note: Uploaded files should be .pdf files only unless otherwise instructed.

<http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2575401-N3QJITCp6O/Y Atch - Updated 3-13-15 Code of Ethics & Conflict of Interest Policies.pdf>

9. Describe plans for increasing the capacity of the proposed school governing board. The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

Increasing our current board's capacity will continue with the following timeline.

March -Re-evaluate and profile the current board, re-confirm the key responsibilities and create recruiting priorities.
Review/rebuild recruitment packets.

March/April - Develop a list of prospective candidates. Provide recruitment packets and request meetings.

April/on-going - Meet with candidates and discuss opportunity and board responsibilities.

The following training timetable will be used to ensure our members have a thorough understanding, knowledge and the skills to perform their duties.

Upon appointment, the member will be given

1. Bylaws
2. Code of Conduct/Ethics and Conflict of Interest policies

September 2015 - Board Members Training -Required

1. School Re-introduction (Mission, vision, instructional framework)
2. Timetable - Startup Period Milestones
3. Committees and Task Forces
4. Assignments and project timelines
5. Meeting schedule and member requirements
6. Communication etiquette

Monthly Meetings-status reports required

1. Committee and Task Force updates/issues/concerns

December 2015

1. School Introduction & Board Responsibility Review
2. Committee and Task Force updates/issues/concerns
3. Recruitment and transition timeline
4. Strategic Planning - Training

May 2016 – Transition & Training Meeting – Required

1. School Introduction
2. Board Responsibilities
3. Policy Reviews – Annual/Initial Conflict of Interest Assessment
4. Nomination and Recruitment
5. School/Board Calendars
6. Committee and Task Forces Structure
7. Assignments and project timelines
8. Meeting schedule and member requirements
9. Communication/Meeting etiquette

July 2016 – 1st Annual Meeting

1. School Introduction
2. Board Calendar
3. Policy Acceptance
4. Committee and Task Force Assignments and Timelines

Sept 2016 – Governing Board Retreat

1. Board Mission and Responsibilities
2. Effective Decision-Making & Meetings
3. Parliamentary Rules/Meeting etiquette
4. Policy-Making
5. Board Tools

10. Describe any advisory bodies, including the roles and duties of that body; the planned composition of the advisory body; the strategy for achieving that composition; the role of parents or guardians, students, and teachers; and the reporting structure as it relates to the proposed school's governing board and leadership. If any individuals that will serve on these advisory bodies or councils have been identified, provide their resumes, as *Attachment Z (no page limit)*.de a timetable, specific topics to be addressed, and requirements for participation.

*Note: If this question does not apply, simply respond “Not Applicable,” **and** state the reason this question is not applicable to the proposed school or plan.*

The IMAG Academy has two advisory bodies; an Advisory Board and a group of Advisors.

Advisors

Purpose: To provide periodic expert advice to the governing board.

Advisors are a resource for our board members to seek advice in an advisor’s respective expert and professional capacity. These individuals would normally serve as board members, but due to personal or professional constraints are not able to serve as a full-fledged board member. They are seen as complimentary to our board’s collective skill set.

Current advisors: Pono Shim, Tom Mitrano, and John Gillentine. Their resumes are in Attachment Z.

Advisory Board

Purpose: To provide a formalized venue where

1. All stakeholders can voice their ideas and concerns
2. Our governing board and school director can communicate with each stakeholder group

To ensure relationships are fostered and our practices and decisions are informed by those most affected, our Advisory Board will be made up of representatives from each stakeholder group; students, parents, teachers, staff, and community. They will be known by their particular group's role. For example, the teacher's group will be called the Teachers' Advisory Group. Each group will grow as the school matures. In the initial years each group will have a single non-voting, advisory representative to the governing board. Advisory groups may start to form as teachers, students, and partners are recruited in January 2016 and throughout the rest of the startup period.

At this time, there are no individuals identified to serve within the advisory groups.

Attachment Z (no page limit)

Note: Uploaded files should be .pdf files only unless otherwise instructed.

<http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2575401-AeCoTfBAB9/Z Atch - Updated 3-13-15 Advisor Resumes.pdf>

B. Complaints Procedures

B. Complaints Procedures

Evaluation Criteria. A strong response will have the following characteristics:

- A fair and accessible grievance process for parents or guardians and students.

Explain the procedures that the proposed school governing board and proposed school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school. Provide, as *Attachment AA (no page limit)*, the proposed school's Complaints Procedures.

The IMAG Academy strives to achieve and foster student and family engagement, therefore respectful and effective communication between all parties is vital to fair, consistent, and timely resolution of conflicts or complaints. In order to enhance this process we recognize three possible levels a complaint may exist or be resolved. We strive for students and families to resolve concerns/conflicts at the lowest and most appropriate level. If a resolution or reconciliation cannot be reached at the entry level of the complaint, concern or conflict, it will move to the next level for further investigation, discussion, and resolution.

The types of concerns are described for the three levels and a brief summary of how a complaint moves up to the next level is also included. Our complaints policy in Attachment AA simplifies and adds response times to the concept below.

Level 1 – Classroom and Workplace

Types of concerns/issues:

a. Decisions, rules, policies, procedures or practices within one classroom, grade level, or workplace.

- Initial concerns may be addressed, responded and resolved verbally. If resolution is not satisfactory, written documentation must be provided to be addressed by the next level explaining why it is not satisfactory and any requested or suggested resolution.

Level 2 – Administrative

Types of concerns/issues:

a. Decisions, rules, policies, procedures or practices at the school level

b. Unresolved lower level concerns, conflicts, complaints

- Even if initial informal concerns are made verbally, written documentation must be provided to formalize any concerns, complaint or conflicts. If personal interaction may be necessary or a response is requested, contact information will be required.

- If a Level 2 resolution is not satisfactory, additional written documentation must be provided to be addressed by the next level. Documentation must explain why the resolution was not satisfactory and request or suggest possible resolutions.

Level 3 – Governing Board

Types of concerns/issues:

a. Decisions, rules, policies, procedures or practices pertaining to the roles and responsibilities of the Governing Board

b. Unresolved lower level concerns, conflicts, complaints

- Written documentation must be provided to formalize any concerns, complaint or conflicts. If personal interaction may be necessary or a personal response is requested, contact information will be required.

- The Governing Board Chair and its members will work diligently to resolve concerns, complaints, or conflicts in a fair and timely manner. Handling and resolution will be governed by the appropriate and applicable governing policies. The final resolution level is The IMAG Academy's Governing Board.

Attachment AA (No page limit)

Note: Uploaded files should be .pdf files only unless otherwise instructed.

<http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2575401-cXo8iEBI0v/AA Atch Updated 3-13-15 Complaints Procedures.pdf>

C. Staffing Plans, Hiring, Management, and Evaluation

C. Staffing Plans, Hiring, Management, and Evaluation

Evaluation Criteria. A strong response will have the following characteristics:

- Recruitment and hiring strategy, criteria, timeline, and procedures that are likely to result in a strong teaching staff that meet ESEA requirements for being “Highly Qualified” and are well suited to the proposed school. If the proposed school offers a virtual or blended learning program, recruitment and hiring strategy, criteria, timeline, and procedures that are likely to result in hiring online learning teaching staff that have the requisite subject-matter knowledge, technological proficiency, communication skills and other necessary capabilities.
- Compensation packages and strategies that are likely to attract and retain high-performing teachers.
- Clear, realistic, and legally sound procedures for hiring and dismissing school personnel.
- Thoughtful plan for supporting, developing, and annually evaluating school leadership and teachers that is likely to produce and retain a successful staff.
- Proposed school director, school management, and teacher evaluation tools that are likely to be effective and are in alignment with the criteria outlined in BOE Policy 2055, Master Collective Bargaining Agreement, and any applicable law. Reasonable description of what amendments to the Master Collective Bargaining Agreement would be necessary, if needed, and a plan for contingencies if the amendments cannot be negotiated under a supplemental agreement.
- Effective planning for unsatisfactory school director, management team, and teacher performance and turnover.
- An explanation for deviations from the Master Collective Bargaining Agreement as relating to staffing plans and salaries and identification of amendments that would be needed in a supplemental agreement and a plan for contingencies if the amendments cannot be negotiated under a supplemental agreement.
- Reasonable and legally sound personnel policies or employee manual

1. Describe the proposed school’s strategy, criteria, timeline, and procedures for recruiting and hiring the teaching staff, including the proposed school’s plan for hiring “Highly Qualified” staff in accordance with the Elementary and Secondary Education Act (“ESEA”). Explain other key selection criteria and any special considerations relevant to the proposed school’s design. If the proposed school offers a virtual or blended learning program, explain how the proposed school will ensure that all online learning teachers it hires have the requisite subject-matter knowledge, technological proficiency, communication skills, and other capabilities necessary to teach effectively in the online learning environment.

As The IMAG Academy strives to provide an interdisciplinary project based learning and small, family-like environment through our School Family framework, we deeply understand it starts with the people charged to making it happen; our teaching and organizational staff. Developing our community-centered based project learning and School Family capacity will require an additional focus on our hiring, management and evaluation processes.

With the understanding that with certain positions (ie HQT teachers) applicants will have to have the required credentials for the position even if all the other items have been met.

The applicant must show an affinity to the following priorities

1. Commitment to our mission and vision
2. Commitment to our instructional framework
 - a. Standards based/guided teaching
 - b. Community centered V-BASE projects and IMAG Practices

c. School Family framework

3. Mindset and acceptance toward our high level of disadvantaged and ELL students.

a. Also of concern will be each candidates view of our low ethnically diverse populations; Filipino, Native Hawaii, Samoan, Micronesian

4. Understanding and experience in “start-up” organizations

5. Level of knowledge and an appropriate Hawaii state license within their specific positions

6. Required credentials as a highly qualified teacher (HQT)

7. Additional or preferred credentials

The selection process for teachers will be as follows.

1. Application Accepted/Reviewed

2. Telephone interview

3. Board/Panel interview

4. Teaching Sessions (may consist of a student audience)

The selection process for non-teaching positions will be as follows.

1. Application Accepted/Reviewed

2. Telephone interview

3. Board/Panel Group interview

4. One-on-one interview

The hiring timeline for teaching positions are as follows. Although the timelines below focus on our formalized recruitment timeline, recruitment will be an on-going process and activity.

Teachers hired during the 1st and 2nd cycles maybe offered contract positions (pending funding) during the summer to aid in curriculum and project alignment and other startup requirements.

November – December 2015– Start formalized recruitment – awareness campaign

(Continued throughout the hiring periods)

February – March 2016 – 1st hiring cycle

5 hires – to assist with curriculum review (driven by ordering deadline) and Spring Break Intersession

- 2 teachers, 1 teacher assistant, curriculum resource teacher, project coordinator

April-May 2016 – 2nd hiring cycle

- Rest of educators, parent coordinator, counselor

June – July 2016 – 3rd hiring cycle (if needed)

- Security, unfilled positions

The hiring timeline for non-teaching positions will be more flexible, dependent upon the function of position and upon start-up funds availability.

November – December 2015– Start recruitment & awareness campaign

(Continued throughout the hiring period)

Jan-Feb 2016

- SASA and business manager – assist with process/procedures/accounting review-development

Feb-Mar 2016

- Facilities and IT personnel – assist with Intercession Fundraiser

April – May 2016 – 1st hiring cycle

June – July 2016 – 2nd hiring cycle

In addition to the normal recruitment process, our fundraising events, the Art and Product Show in December 2015 and the March 2016 Intercession events will also be a form of recruiting and advertising during a critical time of our startup. These events will demonstrate project based learning as well as provide a glimpse into products student and school participants will be proud.

2. Explain the proposed school's strategy for attracting and retaining high-performing teachers.

Our strategy began with building our school and culture around collaboration, leadership opportunities, mentorship, and support through IMAG practices and decision making.

The next important step we've taken is by recruiting people that believe in our vision, mission and instructional framework. Sharing the hiring criteria with all interested applicants early in the fiscal year via our recruitment/hiring plan, helps to ensure each person understands their importance in the organization, both as a teacher and a team and family member. Our upfront communications is critical during the recruiting and hiring process.

The project based learning environment and the IMAG and school family culture creates a sense of belonging and ownership where opportunities for our culture to thrive. This type of environment where all personnel will have a voice and choice to be heard has been known to help retain high-performing teachers and school staff.

Being supported and supportive is important to building a strong and collaborative teaching community. This type of professionalized community is fostered by our annual, weekly, and daily schedule, personnel hiring practices, project-based learning environment and on-going professional development. Examples of how these are experienced through the course of the day is through daily planning periods, weekly Wednesday meetings, co-teaching opportunities, collaborative FORE teams, grade-level agreed upon assessment techniques and a formalized teacher advisory group.

We will pay our employees what they are worth and have used the associated union's pay scale to ensure our pay is in line with industry standards.

3. Describe the proposed school's procedures for hiring and dismissing school personnel, including conducting criminal history record checks.

We will follow the applicable hiring procedures for all school personnel who will work in close proximity to children. Personnel are required to be of reputable and responsible character and will be required to pass screening checks. This would ensure no history or background involving circumstances indicating possible risk to the health, safety and/or well-being of children. Criminal and employment history records, and background checks, to include fingerprinting will be used.

A confidential form will be used to provide authorization to identify possible areas of concern. Failure to complete or to falsify this form will serve as grounds for non-selection. Our staff with hiring responsibility will ensure it is properly completed and submitted. Former employers and/or background references must be contacted to clarify or secure additional information. If

information provided or received indicates a person poses or may pose a possible risk to children, appropriate action must be taken to preclude employment. Action taken will be documented.

Applicable dismissal procedures for all school personnel will be taken to ensure the health, safety, and /or well-being of our school members. Swift removal from children's presence may be necessary. The School Director will authorize all dismissal. Timely notification will be made to the Governing Board's President or his representative.

The appropriate documentation must accompany all hires, removals and dismissals and stored for the applicable and legal time required. Confidentiality of private and personal data will be safeguarded accordance with pertinent policies and laws.

4. Explain how the school director and school management, if any, will be supported, developed, and evaluated each school year. If already developed, provide any leadership evaluation tool(s) as *Attachment BB (10 page limit)*. Describe the processes, protocols, framework, criteria, and/or tools that will be used for conducting evaluations, delivering feedback, and coaching. Cite any evidence or existing research supporting the effectiveness of utilizing the specified approach. Evaluation tools must align with the criteria outlined in BOE Policy 2055 and related provisions of any Master Collective Bargaining Agreements, unless specific amendments are executed in a supplemental agreement. Explain what, if any, amendments would be needed, how they would or would not align with the criteria outlined in BOE Policy 2055, and what is planned if such amendments cannot be negotiated under a supplemental agreement.

Our school director is supported through our governing board and the distinct roles and responsibilities between them. It is the responsibility of the board to provide the appropriate policy and controls, and resources for the director to ensure the necessary instructional strategies and methods in creating a teaching and learning environment conducive to improving teacher and student performance.

The professional development of our director is embedded in our evaluation system. It focuses on our director's effectiveness in his leadership practice in improving teacher and student performance.

Our school director will be evaluated using the same Comprehensive Evaluation System for School Administrators (CESSA) as the HI DOE. The CESSA provides compliance to the BOE Policy 2055 by using the appropriate rating system and incorporating the two major components of leadership practice and performance (via student outcomes); each accounting for 50% of one's rating.

The evaluation, through the use of standards to improve practice, identifies short and long-term goals in an attempt to build leadership capacity. With this structure, the governing board is able to provide observation, professional development, support and coaching throughout the year.

We will follow the prescribed timeline suggested by the HI DOE. By the end of September, a pre-evaluation meeting/conference will be completed between our director and board president. They will set goals and determine priorities. Informed by this meeting, the director will submit a professional development plan. Through October to May, the board president will conduct formal and informal walkthroughs looking for indicators of performance identified in the pre-evaluation/goal setting meeting. Since part of our directors performance rating will be based on the Strive HI Performance Index, an evaluation conference between our director and our board president will take place thereafter. Goals and

progress will be reviewed and opportunities for improvement and support will be identified to aid in the following year's cycle.

Attachment BB (10 page limit)

Note: Uploaded files should be .pdf files only unless otherwise instructed.

<http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2575401-ZAxHb7SFWT/BB-Atch Updated 3-13-15 Leadership Evaluation Tool.pdf>

5. Explain how teachers will be supported, developed, and evaluated each school year. If already developed, provide any teacher evaluation tool(s) as *Attachment CC (10 page limit)*. Describe the processes, protocols, framework, criteria, and/or tools that will be used for conducting evaluations, delivering feedback, and coaching teachers. Cite any evidence or existing research supporting the effectiveness of utilizing the specified approach. Evaluation tools must align with the criteria outlined in BOE Policy 2055 and related provisions of any Master Collective Bargaining Agreements, unless specific amendments are executed in a supplemental agreement. Explain what, if any, amendments would be needed, how they would or would not align with the criteria outlined in BOE Policy 2055, and what is planned if such amendments cannot be negotiated under a supplemental agreement.

Teachers at The IMAG Academy are supported through a number of organizational structures and practices put in place to enhance collegiality, collaboration and communication flow. For example our teachers are given 65 to 75 minutes of planning time per day with a weekly 1-1 1/2 hour meeting time for collaboration and professional development. Co-teaching and teacher assistants are common place within our classrooms allowing for more individualized and differentiated instruction.

As the Hawaii BOE Policy 2055 requires our teacher evaluation tool to contain 50% of a teacher's rating to be based on measures of teacher practices, and the other 50% based on measures of student growth, we've decided to use the HI DOE Educator Effectiveness System (EES). As important, this evaluation tool incorporates supports and processes to ensure expectations are clarified early in the school year, feedback is shared on a regular basis, collaboration becomes second nature amongst peers and administrators as the information derived from the EES drives individualized, as well as, common school-wide professional development

The HI DOE EES has continued its evolution since 2010 and is based on a number of evidence and research based frameworks to ensure the system provides performance feedback that is fair, transparent, equitable, and comprehensive. We will use the suggested processes and suggested timelines of the EES professional development plans since they reflect the needed supports teachers and administrators believe are needed for instructional improvement and professional development.

Since we are using the HI DOE Educator Effectiveness System (EES) to include the timelines, we do not foresee having to request a supplemental agreement.

Attachment CC (10 page limit)

Note: Uploaded files should be .pdf files only unless otherwise instructed.

<http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2575401-nTkfhvirN5/CC-Atch Updated 3-13-15 Teacher Evaluation Tool.pdf>

6. Explain how the proposed school intends to handle unsatisfactory school director, management team, or teacher performance, as well as changes and turnover.

Our evaluation system for both our school director and teachers will aid in our capability to provide a more substantiated performance evaluation and guide us in their training and professional development. Goal setting, professional development planning, performance observation, constructive feedback and coaching ensure we continue to do our best in providing the right support mechanisms.

If unsatisfactory performance persist, even after proper coaching and support has been provided, the school director, and appropriate involvement from the executive committee and governing board will have to determine the appropriate steps to take and assistance to seek.

We understand that changes and turnover is inevitable and must be planned for. We hope with the culture we'll instill within our school practices, changes will improve the environment of all concerned. As important, due to our collaborative nature we will strive to be part of the solution and involved with the decisions leading up to the changes. If we find that the changes made are not as we planned, meetings between all those involved will be held to sort out the issues, concerns and opportunities for a solution.

Our goal is to have little to no employee turnover, but as with changes, we would have hoped to be well aware of the decision for an employee to leave and had supported and informed their decision process in a positive way. As we strive to continuously improve, the exit interview will be a perfect opportunity to hear what we could have done better.

7. Explain any deviations in staffing plans, including salaries, from any Master Collective Bargaining Agreements and identify what kinds of amendments will be needed in a supplemental agreement. Explain what is planned if such amendments cannot be negotiated under a supplemental agreement.

We will probably be seeking approval for a supplemental agreement. Due to the statutory increases in our instructional time from 1525-1650 to 1800 minutes/week effective in SY 2016-17, we believe we will be affecting our teacher's workday. We hope, before finalizing our schedule and agreement request, to meet with our union representative(s) to make sure we've considered all of the options and the repercussions of our decisions. At this time, we believe these are the areas requiring an amendment.

Teachers work day/year extension.

1. Ten (10) days of "required" professional development prior to school beginning.
2. Early (1/2 hour) start on Wednesday mornings for dedicated collaboration, planning and professional development.

Although, we may have recall pay as an option, there may be other items to consider.

3. More professional development days increases the teachers work year from 190 to 195. We understand we may be able to offer recall pay to accommodate this increase.

If we do not get the approval even with the recall pay, we would revert to the MCBA's maximum allowable days for teachers and identify those sessions we can do later without affecting our teacher's preparation for our school opening.

We would continue a discussion with the union representative(s) to ensure we have extinguished all options to provide our employees as much professional development as possible, especially during the 1st year.

8. Provide, as *Attachment DD (no page limit)*, any personnel policies or an employee manual, if developed.

Note: Uploaded files should be .pdf files only unless otherwise instructed.

<http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2575401-3GDaQIDw9z/DD Atch 3-13-15 Personnel Policies.pdf>

D. Professional Development

D. Professional Development

Evaluation Criteria. A strong response will have the following characteristics:

- Appropriate goals and data-driven strategy for ongoing professional development, including the process for evaluating the efficacy of the professional development.
- Professional development opportunities, leadership, and scheduling that effectively support the Academic Plan and are likely to maximize success in improving student achievement, including an adequate induction program.
- Identification of ways professional development scheduling conflicts with the Master Collective Bargaining Agreement, amendments needed in a supplemental agreement, and a contingency plan in the event the amendments cannot be negotiated.
- Identification of a person or position that has the time and capacity to coordinate professional development and a reasonable plan for identifying professional development needs and sufficient funds for implementing the plan.

Describe the proposed school's professional development expectations and opportunities, including the following:

1. Describe the proposed school's goals and strategy for ongoing professional development, including whole staff development, grade/level/course teams, and instructional coaching. Describe how professional development topics will be identified and how the professional development plan will be

driven by data to improve teaching and learning as well as school performance. Describe the process for evaluating the efficacy of the professional development.

The goal of The IMAG Academy is to provide the proper level of knowledge and skill a teacher or staff member may need to understand, do and improve in their position and profession. As important, is the fact that each person must receive on-going support and/or coaching when and where needed. This may take the form of one-on-one discussions, informal classroom observations and feedback, formal collaborative discussion groups, or part of a personnel effectiveness evaluation system.

A professional development plan will be developed to capture our focus and communicate our targets to all of our staff. Professional development may be required due to a teaching , learning or organizational change or a decision at any or all organizational levels; school, grade, and classroom level. Topics will be identified through a school, grade or individual need by, but not limited to the following ways.

- Changes to an existing framework, strategy, policy, and/or procedure
- Decision to use a new or unfamiliar framework, strategy, policy, and/or procedure
- Implementation of a new or changes to higher level government mandate
- Cohort and school wide measurement changes or undesirable trends
- Individual evaluation system observations and results
- Student behavior and achievement trends
- Peer and/or supervisor observations and feedback
- Documented self-evaluations/reflections or action research

Decisions to provide professional development will be driven by the triggers listed above and data received from appropriate metrics, its results and/or trends. In addition, requests supported by documented data from our staff will be taken by the end of the previous year to help better understand what our teachers may view as important and needing assistance to improve. Any new requests or changes will be gathered during the first month of the new school year and determined its fit into the overall professional development plan and targeted goals.

The format or forum of the training and support will be driven by the reason and level of the professional development needed. In addition, we believe professional development is most effective, especially over the long term, if personal and professional improvement has a continuous and built-in support system.

There will be many ways to evaluate professional development efficacy and will be dependent upon the type of training and the after-training support systems or focus it is given. In most cases, and in addition to publisher developed evaluations for externally produced and/or delivered training, the very topic identifiers (some listed above) could serve as indicators of training efficacy. For example, if training and/or support was identified as needed by an upward trend, than we may be able to analyze a downward trend in the same metric to signify improvement that could be attributed to training or other professional development. Feedback, observation, and evaluation results will also be used to provide insight into its efficacy.

2. Provide a schedule and explanation of professional development that will take place prior to the proposed school's opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional framework and methods.

The following training is scheduled prior to the proposed school's opening.

April - May - June - July 2016

IMAG and School Family Structures and Practices - The Whys and Hows

Objective: To provide knowledge and skills to implement the IMAG and School Family structures and practices within a classroom setting.

There will be two- 2 hour sessions each month (6 total sessions) to share knowledge and skills regarding IMAG and School Family Practices and Structures that will be used within our classrooms. Each session will provide hands-on experiences in using these structures and/or practices. Each session will cover different items.

The sessions will be offered by our School Director, a previously Certified Conscious Discipline Instructor, free of charge to any school employee (private or public) within the State of Hawaii. Perspective Academy employees will be informed, but not required to attend.

The reasons for offering this opportunity are numerous.

1. It will provide educators a view of some of the instructional structures of The IMAG Academy.
2. It provides a collaborative space to come and see how and why the School Family structures work.
3. It will provide a venue to "advertise" our practices and employee openings.
4. It is a possible opportunity to "train a trainer" in our structures that may be able to help in our July 18-29, 2016 School Orientation and Professional Development sessions.
5. Training will target structures to be used within our school, unlike other training done by other Certified Instructors.
6. Holding the training on Oahu enables all Oahu educators to attend at no costs and neighbor island educators to attend at a fraction of the costs for normal mainland seminars/workshops.

July 18 - 29 2016

The 10 days of training and professional development would provide a school orientation, hands-on training, content subject area reviews and alignments, in-class prep and support time. It would also include a couple of days of teacher and staff determined training.

School Orientation

Objective: To provide a review of The IMAG Academy's school practices; systems, structures, and policies.

- School Overview - IMAG Practices
- School Family
- IMAG Academy Structures
- PARs, FORE teams, Advisory Groups, etc
- Project Based Learning - Community Centered
- Evaluation Systems

Hands-on Training

Objective: To provide the hands-on portion of how to use the structures within the classroom and day.

- School Family Structures
- IMAG Academy Structures
- PARs, FORE teams, Advisory Groups, etc

- Project Based Learning – Community Centered
- Roundtable Week

Content Subject Reviews – Alignments

Objective: To provide grade level teachers time to collaborate and make appropriate alignments prior to the start of school

Teacher and Staff Determined Training (TBD)

Objective: To provide an opportunity to address the concerns of our staff that they deem important.

In-classroom Prep and Support (Approximately last 2-3 days of training)

Objective: To provide help and support from both the curriculum resource and director.

This is scheduled, dedicated time for all teachers to discuss, work through, and practice the classroom structures.

3. Describe the expected number of days or hours for regular professional development throughout the school year, and explain how the proposed school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration, and explain how such time will typically be used. If this conflicts with any of the Master Collective Bargaining Agreements, what specific amendments will be needed in a supplemental agreement? Explain what is planned if such amendments cannot be negotiated under a supplemental agreement.

Our yearly and weekly schedule accommodates a variety of professional development time for our teachers; planning/collaboration time, dedicated whole day and a weekly Wednesday morning meeting.

Planning/Collaboration Time

As required and due to our long blocks of learning time, our teachers will receive planning or collaboration time of either 65 or 75 minutes per day. Our teachers would be able to use this time for a variety of tasks or activities;

- Connecting and extending lesson objectives to classroom, grade or school level projects,
- Developing differentiated lessons for a specific student or group,
- Creating new center activities to reinforce a previous lessons that didn't go as planned,
- Reflecting on a previous lesson that uncovered unexpected and exciting new viewpoints and project possibilities.

In addition, collaborations, co-teaching and/or classroom instructional practice or observations could be coordinated with other teachers (same or different level), our curriculum resource teacher or school director.

Dedicated Professional Development Days

The expected number of dedicated professional development days and hours equates to 15 days or 105 hours in a school year.

- 18-29 July 2016 (Prior to School Year) – 70 hours
- Teacher Institute Day (TBD) – 7 hours
- 5-6 January 2016 (End of Winter Break) – 14 hours
- 30-31 May 2016 (End of School Year) – 14 hours

We believe the specific amendment that may be needed within a supplemental agreement is an extension of the length of

the day for teachers. This would require approximately a 2.63% increase in our teacher's salary based on a 35/1330 calculation for the extra 5 days.

If we are not able to negotiate our ideal proposal, we would be prepared to learn and discuss a schedule or other options that would be acceptable in order to provide the necessary professional development prior to the school year.

Weekly Professional Development Meetings

In addition to dedicated days throughout the school year, our regular weekly schedule accommodates our desire to have 1 ½ hours of professional development on Wednesday mornings.

This would require teachers to have a 7 ½ hour day once a week and require a request for an extended day amendment in a supplemental agreement. If this specific amendment is not approved, we would cut our Wednesday morning meeting times to 1 hour, reverting our teacher's day to the allowable 7 hours.

4. Describe any anticipated supplementary professional development, such as stipend-paid summer workshops.

*Note: If this question does not apply, simply respond "Not Applicable," **and** state the reason this question is not applicable to the proposed school or plan.*

At this time, The IMAG Academy will be anticipating supplementary professional development. We plan on having 10 working days of school orientation and professional development prior to the start of the school year. For year 1 it is planned for 18-29 July 2016 (based on a planned school start date of August 1, 2016). At this time, we believe 5 of the 10 days would be considered an extension of our teachers work hours. In addition, we believe since this training is mandatory for our employees, a stipend can only be used for volunteer professional development, therefore other options will be investigated.

5. Identify the person or position responsible for coordinating professional development. Discuss how ongoing professional development needs will be identified, and describe what resources are available for professional development (Title II funds, etc.).

During the startup period, professional development will be coordinated and authorized by the School Director, if the costs are within the governance policy guidelines. Due to the volatility of the startup period, communication is key, therefore any deviation from our agreed upon budget will warrant notification to the President of the Governing Board of the desire to re-allocate budgeted monies.

During the course of a school year, staff will identify their professional development requests prior to the end of a school year. The School Director will review and analyze the requests against state and school-wide initiatives/goals and any of the topics that were identified from data trends across cohorts or at the school level that may require professional development monies. Due to a privileged position, our curriculum resource teacher will also be asked to provide recommendations for individual, grade or school level training, coaching, and support. A professional development plan will be developed.

Mid-year requests will be authorized based on applicability to the overall goals of the school and alignment of the request to these goals and available monies.

In addition to our own programming funds received from our per seat funding we will continue to investigate opportunities and work with our HI DOE education specialists for additional professional development funds and opportunities. The following is a growing list of possible professional development funding sources:

- Title II-A: Teacher/Director Training and Recruiting Fund
- Title II-D: Enhancing Education Through Technology
- Title V-A: Innovative Programs
- Private sponsorship/donations
- Special programs/partnerships
- HI DOE training

E. Performance Management

E. Performance Management

The Commission will evaluate the performance of every charter school annually and for renewal purposes according to a set of academic, financial, and organizational performance standards that is incorporated in the Charter Contract. The academic performance standard considerations include, but are not limited to, Strive HI performance, Strive HI category, status, growth, and comparative performance based on federal, state, Academic Performance Framework, and School-Specific Measures. The financial performance standards are based on standard accounting and industry standards for sound financial operation. The organizational performance standards are based primarily on compliance with legal obligations, including fulfillment of the governing board's fiduciary obligations related to sound governance.

Evaluation Criteria. A strong response will have the following characteristics:

- A comprehensive and effective plan for evaluating and monitoring academic, financial, and organizational performance.
- Comprehensive, effective plan (including qualified personnel) and system for collecting, measuring, and analyzing student academic achievement data, using the data to refine and improve instruction – including providing training and support to school leadership and teachers – and reporting the data to the school community. This should include identification of the student data system to be used, as well as qualified personnel who will be responsible for managing and interpreting the data for teachers and leading or coordinating data-driven professional development.
- Comprehensive, effective plan (including qualified personnel) and system for maintaining, managing, compiling and interpreting financial data.
- Comprehensive, effective plan (including qualified personnel) and system for maintaining, managing, compiling and interpreting organizational data.
- Thoughtful, appropriate corrective actions the proposed school will take if it falls short of: (1) student academic achievement expectations or goals at any level, including explanation of what would trigger such actions and who would implement them; (2) financial performance standards and an explanation of what actions would be taken if the school is issued Notices of Concern or Deficiencies under the terms of the Charter Contract, if the independent auditor issues findings, or if the proposed school encounters financial difficulties; (3) organizational performance standards and an explanation of what actions would be taken if the school is issued Notices of Concern or Deficiencies under the terms of the Charter Contract, or if the school has a corrective action plan approved by the Commission.
- If any, School-Specific Measures that propose reasonable assessments that are aligned with the Academic Plan.

1. Explain how the proposed school will measure and evaluate:

- a. Academic performance – of individual students, student cohorts, and the school as a whole—throughout the school year, at the end of each academic year, and for the term of the Charter Contract.
- b. Financial performance – monthly, quarterly, annually and for the term of the Charter Contract.
- c. Organizational performance – monthly, quarterly, annually and for the term of the Charter Contract.

Academic performance

With our curriculum content aligned with the Hawaii Common Core Standards, our teachers are able to evaluate our student's academic performance through consistently conducting informal and formal lesson, unit and project formative and summative assessments of their student's learning and achievements throughout the year. These assessments along with on-going student/teacher discussions guide each student's individualized achievement goals and learning plan and help to identify gaps in learning/teaching and aid a teacher and student to make adjustments as needed.

In addition, the annual and contract term metrics are presented below.

Annual and Charter Contract Term

- Smarter Balanced Assessment-ELA/Math (Grades 3-8 and 10) and
- HSA-Science (Grades 4 and 8)

We will use the formal assessments; Smarter Balanced Assessment for ELA and Math and the HSA for Science as indicators of a student's ability to apply the knowledge and skills expected at a particular grade level. In addition to our in-class assessments, we will use each student's scores to gauge where help is needed as they approach their next grade. For example, teachers will be able to provide review sessions prior to introducing new material or increase the number and time of hands-on activities to engage kinesthetic learning. If a student's scores fall far below than expected, one of many options would be to form a FORE team to assist our grade level teachers in providing other strategies that can be integrated across subject areas.

- ACT Scores (Grades 8-11)

As a battery of tests we will be able to better understand a student's growth in English, reading, writing, math and science and their readiness to tackle college and/or a career. As with the measures above, the ACT scores would be used to adjust our learning environment as well as our teaching strategies. Our educators, resource teacher, and director would identify areas needing change and/or improvement and work to provide the resources and support. Solutions may include a policy and process change or a change in the sequencing of a unit. These scores allow us to reflect on our practices across all levels; class, grade, and school and to better provide educational and learning opportunities that make a difference to our student outcomes.

In all the above assessments, in addition to an individual score, at both the cohort and school level, when a count is taken of those "meeting or exceeding" a baseline or target score, this indicator may be able to uncover a negative or positive trend to a school's ability to provide the appropriate learning environment for students to acquire the knowledge and skills needed. Appropriate action (reviewing recent changes in the learning environment or strategies within the teaching area, etc) will be taken to either address a negative trend or perpetuate a positive trend.

Financial performance

Our financial performance is extremely important to our ability to make decisions that are fiscally viable, effective and responsible. The indicators we selected provide us a predictive view of our short-term ability to pay our bills and to sustain ourselves over the long-term. These measures were recommended by the National Charter School Resource Center.

Annual and Contract Term

Current Ratio

- o A ratio indicating our ability to pay our bills/obligations over the next 12 months

Enrollment Variance

- o A ratio indicating if we are meeting our enrollment projections
- o Low enrollment has dire financial repercussions due to per student funding

Total Margin

- o A measure indicating if we are operating at a surplus (more total revenues than expenses) or deficit

Debt service coverage

- o A ratio indicating if we can pay our debts based on our current year's net income

Cash flow -multi-year trend

- o A measure indicating a trend of our cash balance over a period of time
- o A positive cash flow generally indicates increased health and sustainability

Occupancy costs

- o A measure of the amount we are paying for our facility
- o High facility costs takes away essential funding for essential school programming

Debt to asset ratio

- o A ratio demonstrating what we owe against what we own
- o A lower ratio generally indicates better health

Quarterly

Unrestricted Days Cash

- o A ratio indicating if we have sufficient cash to meet our cash obligations

Monthly (or more frequent)

Cash Flow

- o The available cash or credit to cover expenses

Cash on hand

- o The amount of cash available

Organizational performance

The indicators below will help us to evaluate our organizational policies, processes, procedures and decisions across the school. Our school director (and board president) will investigate the cause(s) and work collaboratively to improve and

provide the necessary resources to resolve concerns/problems.

For example, if our enrollment is not as projected, a solution would be to increase our marketing efforts. This may be part of the solution, but our compliance metric is also weak, particularly in enrollment reporting. Due to these indicators we are able to uncover causes in areas we would not suspect.

Annual and Charter Contract Term

Strive Hi Performance Index

- o An index of our students' test scores, growth, readiness and achievement gap

Enrollment and Projections

- o The number of students enrolled vs our projected

Board Performance

- o An annual self-assessment of our practices to a well-governed board

Staff Turnover

- o The number/percentage of workers who leave and replaced

College-Career-Business

- o A survey of what a student actually does after graduation

Graduation Rate

- o The percentage of students graduating

Quarterly

IMAG Practices -Decision-Making Process

- o The number/percentage of students using the IMAG Decision-Making process during project work

IMAG Practices-Solutions

- o The number/percentage of students choosing an IMAG driven solution

School Family - BASC 2

- o The number of students with a higher than normal risk level for negative social-emotional behaviors

Compliance Reporting (timing as appropriate)

- o The number of reports/items meeting reporting requirements

Monthly (and daily*)

*Attendance

- o The number (and who) was absent

*Referral-Suspension

- o The number of referrals
- o The number of suspensions

Family/Student Event

- o The number of family/student interactive events or activities

Family communications

- o The number of communications attempts/sent to our families (multiple mediums)

2. Identify the person(s), position(s), and/or entities that will be responsible for and involved in the collection and analysis of any assessment data for:

- a. Academic Data. Describe the person(s), position(s), and/or entities that will be responsible for managing the data, interpreting it for teachers, and leading or coordinating professional development to improve student achievement. Describe generally how the person(s), position(s), and/or entities will be provided time to complete the aforementioned collection, analysis, management, interpretation, and coordination of professional development.
- b. Financial Data. Describe the person(s), position(s), and/or entities that will be responsible for maintaining the data, managing the data, compiling it, and interpreting it for the school director and governing board. Describe generally how the person(s), position(s), and/or entities will be provided time to complete the aforementioned maintenance, management, compiling, and interpretation.
- c. Organizational Data. Describe the person(s), position(s), and/or entities that will be responsible for compiling data on performance and interpreting it for the school director and governing board. Describe generally how the person(s), position(s), and/or entities will be provided time to complete the aforementioned compiling and interpretation.

Academic Achievement

The time allowed to collect, analyze, manage, interpret and coordinate professional development is built into our staffing structure. Our resource teacher is a full-time support educator for our teachers, counselors and our director. Teachers will be responsible for collecting their in-class formative and summative assessment data and use it to inform their daily, lesson and project planning. The resource teacher will be able to help with analyzing classroom data and with those collected at the school or DOE level. Our counselor(s) and resource teacher will be responsible for managing the academic data for our school. Having a person focused on teacher support and coaching, makes our resource teacher the perfect choice to be responsible for helping our teachers, counselors, and school director on how to interpret the data. Through a collaborative team made up of our teaching and student services staff the resource teacher will lead in coordinating professional development.

Financial Performance

Financial performance is the foundation to our organization and we've found the indicators we will be using to be very helpful in both watching for short term health issues and long term sustainability concerns. We will have a business manager on our staff to make sure that all of the details are taken care of. Our business manager will be the staff member to maintain, manage, compile, and interpret the resulting financial metrics. In addition, our Board Treasurer and finance committee members will be part of the team of financial professionals to ensure our interpretations are checked and our decisions are financially sound. As important, an outside CPA will be used to perform an annual audit that will include a comprehensive analysis of our accounting policies, practices and procedures.

Organizational Performance

Our organizational performance indicators are focused on measuring a variety of areas essential to providing a positive environment for all of our school members. In most cases, when compiling information relating specifically to our students and staff, our School Administrative Services Assistant (SASA) will be our point of contact. The indicators the SASA will be responsible for compiling are as follows.

- Enrollment and Projections
- College-Career-Business
- Graduation Rate
- Attendance
- Referral-Suspension
- Staff Turnover
- Compliance Reporting (timing as appropriate)

The other organizational performance indicators will be compiled by a variety of people and they are indicated alongside each indicator. As we identified areas we felt we needed to understand, we also found how these pieces of information can be important and helpful to many.

- Board Performance – Board Secretary
- IMAG Practices –Decision Making Process – Resource Teacher
- IMAG Practices-Solutions – Resource Teacher
- School Family – BASC 2 – Resource Teacher
- Family/Student Event – Student Services and Project Coordinator
- Family communications – Student-Parent Coordinator

Although the information from these indicators can inform many decision-making levels throughout the school, the information gathered will be interpreted by the School Director and used to inform decision making regarding individuals, cohorts, special groupings, as well as at the school level.

3. Describe the training and support that school directors, any management team, teachers, and governing board members will receive in analyzing, interpreting, and using academic performance data to improve student learning.

The academic performance data we will be using span across four tools which require different training and support systems for our teachers and administrators. Training would include how to analyze, interpret, and use data (scores) to make decisions on strategies to improve student learning. Partnerships with HI DOE DES will help to determine resources for these tools/strategies.

1. Lesson and unit formative and unit summative assessments (Grades K-12)

- Content-Curriculum Developed Assessments - Training will consist of reading content subject curriculum teacher's guides or viewing online resources. Our resource and other grade level teachers would be able to provide support with questions and suggestions.
- Teacher Developed Assessments – Training in developing formative and summative assessments will be a grade and school-level topic and will be provided via our professional development sessions prior to school or as our PD Wednesday morning session.

2. Smarter Balanced Assessments-ELA and Math (Grades 3-8 and 10) and

3. HSA-Science Scores (Grades 4 & 8)

- HI DOE Webinars and complex area training will be made available. This topic will also be addressed during our PD Wednesdays.

- Our resource and other content area teachers would also be able to help those with questions.

4. ACT Scores (Grades 8-11)

- HI DOE Webinars and complex area training will be made available. This topic will also be addressed during our PD Wednesdays.

- Literature on the ACT Aspire Assessments may be reviewed online for general information.

- Our resource and other content area teachers would also be able to help those with questions.

4. Describe the actions the proposed school will take if:

a. It falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level. Explain what would trigger such corrective actions, and identify the person(s), position(s), and/or entities that would be responsible for implementing them.

b. It fails to perform up to the standards set in the Financial Performance Framework, if the proposed school is issued Notices of Concern or Deficiency under the terms of the Charter Contract, if the independent auditor issues findings, or if the proposed school encounters financial difficulties.

c. It fails to perform up to the standards set in the Organizational Performance Framework, if the proposed school is issued Notices of Concern or Deficiency under the terms of the Charter Contract, or if the proposed school has a corrective action plan approved by the Commission.

Academic achievement

Not meeting our academic achieve goals would be triggered by a student not meeting or exceeding the performance thresholds in the respective assessments. Further comparative analysis could provide insight into class, grade or school level trends if a high number of students were not performing as expected. At the individual level, a teacher would review any applicable formalized assessments and reflect upon informal formative assessments on the individual. Collaborating with the student, they would readjust any achievement targets and identify other possible evidence documents. The counselor and school director would be informed either through our FORE team or through our once a month “data” focused PD Wednesdays.

Teachers at the class or grade level, with the help of the resource teacher, would review previous formal assessments and reflect upon any informal formative assessments of the students. Instructional strategies and methods would be reviewed. Through collaborative discussions, changes in assessments or strategies would be agreed upon. The resource and other grade level teachers would act as sounding boards and provide each other instructional observations and feedback. Follow up discussions would enable teachers to reflect on lessons learned and make decisions regarding changes to lessons/units. The school director would have been involved in the discussions as part of the collaborative team.

At school level, the resource teacher and school director would discuss the similarities and differences of the class or grade level situations and keep each other informed about the resulting actions being taken.

Financial Performance

With the financial metrics to be used within the school, we will be able to identify concerns and problems early to make adjustments to our financial decisions and situation. Not meeting or exceeding acceptable levels in the different metrics would have trigger more review into the factors that may have contributed to a low or high ratio or unacceptable result. In addition, if historical or more current data is available these could be plotted and analyzed for a trend that could reveal supporting concern. Understanding situational decisions could also reveal a poorly timed decision rather than a chronic and concerning situation.

No matter what the situation, an audit finding, concern or deficiency notices, or financial difficulties, the school director and/or the treasurer should quickly and immediately response to lay the foundation for corrective actions to take effect.

Organizational Performance

The school director with the help of the appropriate data manager or team will respond quickly and appropriately to Notices of Concern or Deficiency or a corrective action given by the Commission. We feel the organizational performance measures we will be tracking will provide us the necessary data in the many areas of a school's organization that affect student outcomes.

5. Applicants may propose to supplement Strive HI and the Academic Performance Framework evaluation frameworks with School-Specific Measures. School-Specific Measures are goals and measures that are specific to the proposed school and its unique mission. For further information and guidance, refer to *Making the Mission Matter: Charting a Map to School Mission Success* by Margaret Lin. It is recommended that applicants limit the number of School-Specific Measures to one or two, since too many goals can become difficult to develop, manage, and measure. Applicants may propose varying targets for years 1 to 5. If already developed, provide any School-Specific Measures using the School-Specific Measures Template ([Exhibit 5](#)), as *Attachment EE (no page limit)*.

Note: Uploaded files should be .pdf files only unless otherwise instructed.

(No response)

F. Geographic Location and Facilities

F. Geographic Location and Facilities

Evaluation Criteria. A strong response will have the following characteristics:

- Description, with reasonable specificity, of the geographic location of the proposed school's facility.
- A reasonable rationale for selecting the location and a comprehensive description of any research done to support that rationale, if applicable.
- If the proposed school has obtained a facility, facility that is reasonably adequate for the intended purposes, a sound plan and timeline for renovating and ensuring code compliance for the facility and evidence that the facility will meet the requirements of the Academic Plan, anticipated student population, and sufficient support for any proposed technology. Evidence of intent to secure a facility, if applicable.

- Sound and comprehensive plan and timeline for identifying, securing, financing, renovating, and ensuring code compliance for a facility within the geographic area selected that will meet the requirements of the Academic Plan and anticipated student population
- If grades will be added, a growth plan for the first five years of operations.

1. Geographic Location. The proposed school's geographic location will determine things such as which DOE complex area includes the proposed school and the DES that the proposed school will be assigned to for special education purposes.

a. Describe the geographic location of the proposed school's facility. Include the DOE complex area(s) in the description.

b. Describe any rationale for selecting the geographic location. If there is a rationale for selecting a specific geographic location, describe the research conducted to support that rationale.

The geographic area we've chosen is Waipahu. It is part of the HI DOE Waipahu/Pearl City Complex. The area spans across six square miles from Leeward Community College to the entrance of Ewa.

Our rationale for selecting the Waipahu area was based on several concerns; the area houses some of the largest public school campuses across all school levels; the high percentage of students qualifying for free and reduced lunch making private school out of reach for the majority of the students in this area and Waipahu can act as a centralize location for the lack of a "face-to-face" free public charter school in the central leeward area.

When building the academic plan that embraced project based learning, we found no educational choice like ours offered by a free public charter school. The virtual/blended learning environment of Hawaii Technology Academy and a variety of Hawaiian-focused charter schools on the Wai'anae coast were the only charter school options for the community.

We also reviewed the Waipahu area public school's 2012-13 School Status and Improvement Report and found over 9387 students attending public schools. There were over 2450 high school students at Waipahu High School, 1289 attending Waipahu Intermediate School and 5605 elementary students on campuses housing anywhere from 600 to over 1400 students.

In addition to some of the largest public school campuses on Oahu, as we read through the Hawaii Association of Independent Schools' list of schools in this area, we only found three non-religious private schools in the area; 2 in Kapolei and 1 in Wahiawa. Keeping the demographics of our potential students in mind, the lack of educational choices became even more pronounced when tuition for these three schools ranged from \$9,000 to over \$16,000 per student.

It became apparent The IMAG Academy could easily serve as a much needed educational choice to 390 elementary, 225 middle school (6-8 grade) and 300 high schools students. The large number of public school students and lack of educational choices for the families in the area has supported our decision to select Waipahu as the location for The IMAG Academy.

2. Facilities. Charter school facilities must comply with applicable state and county health and safety requirements. In addition, charter school applicants must be prepared to follow applicable county planning review procedures and obtain all necessary certifications, permits, and inspections.

Has the proposed school obtained a facility?

Yes

a. If the proposed school has obtained a facility, describe the facility, including address, square footage, square footage rent, amenities, previous use, what needs to be done in order for the facility to be in compliance and meet requirements to serve as a school, and the timeline for renovations and bringing the facility into compliance. If the proposed school has a virtual or blended learning program, or relies heavily on technology, describe how the facility will support the proposed technology model, including electrical capacity and access to sufficient network capacity. If the applicant currently holds a facility or has a letter of intent, Memorandum of Understanding (“MOU”), or other proof of intent to secure a specific facility, provide it as *Attachment FF (no page limit)*.

Our goal was to identify an area able to accommodate our initial needs quickly and our growth without moving any established operations and students in subsequent years. In addition, we had hoped to be located within or close to businesses and services that we could easily form partnerships.

The area we will locate our school is on Waipahu Street between the cross streets of Mokuola and Waipahu Depot Street. This area provides a multitude of classroom (office) space and services to accommodate our growth to its capacity. Immediate building and space usage and services available within this area include the YMCA, The Filipino Community Center (FILCOM), Ballet Hawaii, and Hans L’Orange Park. It is also located close to bus and proposed rail transportation.

This location also allows us easy access to possible community and business partners. For example, within walking distance are Frito Lay, Island Heritage, Waipahu Festival Market, Hawaii Plantation Village, Servco, and Fuji Film.

This location, in its current configuration and use, does not offer “one campus” for our entire school, but due to the many buildings with leasable space it does allow us to expand over time into two or three campuses that can accommodate our three school levels. As the school grows to capacity over 7 years, the following information is an estimate of the minimum square footage needed to accommodate a certain number of classrooms and common or gathering areas. Creativity and an open mind will be our greatest asset.

Square footage

Year 1 - 5,500 sq ft

Year 2 - 8,500

Year 3 - 12,000

Year 4 - 15,500

Year 5 - 18,500

Year 6 - 20,000

Year 7 - 22,500 - at Capacity

Classrooms = 500 sq ft

Common areas = 1,000 sq ft

Although we have not been able to obtain lease agreements or memorandum of understandings, we are in discussion with representatives for the Waipahu Street locations presented below. Charter approval will help to solidify our intent and capability to perform and therefore becoming a more conceivable tenant. Our request documents are provided in Attachment FF as proof of our intent to secure use of these specific facilities.

Our plan is to occupy and use the following building spaces and services for our first and subsequent years. The probability of these spaces and services being available in May/June 2016 is high because the church space is not on the market to be leased and the space is being used as we would intend to use/share it. The FILCOM Center's space and services are available for events for the same use we would use it.

Waipahu Street – Corner of Waipahu Street and Mokuola

Currently, we have budgeted \$3.50 sq ft for our facility cost (rent and utilities) with an allotted amount of \$16,500 per month.

International City of Refuge – Space Sharing with current church class and meeting space

94-889 Waipahu Street (Office Building-6000 sq ft) – 6 classrooms

94-929 Waipahu Street (Office Building-4000 sq ft) – 3 classrooms

Cost

Although specific “space sharing” fees have not been discussed yet, the current rent for leasing exclusive space within this building has been quoted at \$3.00 square foot (includes CAM). This is within our budget.

Our space needs

Although the space being used by the church exceeds our square footage needs, we hope to be able to negotiate a reduced rate based on sharing their existing space and paying for classroom space vs actual square footage.

Current use

The space is configured as classrooms and meeting space and being used at night once a week and on the weekends, therefore we foresee no or only minor renovations. Restrooms are readily available within most spaces.

FILCOM Center – Periodic space use

94-428 Mokuola Street

Ballroom & Courtyard – Lunch area and possible large meeting space

Certified Kitchen – Food Service

Technology (Computer) Room – Periodic use

Cost

Currently the FILCOM Center works on a per event rental arrangement for the spaces we are interested in and must be vetted within their programs committee, therefore our proposal is still being reviewed.

Our space needs

Although the ballroom and courtyard space is larger than we anticipated, we hope to negotiate a reduced rate based on our flexible, but consistent and guaranteed usage.

In addition and not part of our facility cost, our food service needs would bring in approximately \$500-600 per day or \$10,000 to 12,000 per month for the FILCOM Center's catering operations.

Current use

The space is configured as it would be used, therefore we foresee no renovations. Restrooms are readily available.

Attachment FF (no page limit)

Note: Uploaded files should be .pdf files only unless otherwise instructed.

<http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2575401-l49kZxic4g/FF Atch - Updated 3-13-15 Proof of Intent.pdf>

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

*Note: If this question does not apply, simply respond "Not Applicable," **and** state the reason this question is not applicable to the proposed school or plan.*

As there are a number of options available to us, we have viewed our growth requirements from "growing the school with existing leasable space" and "growing the space to accommodate one campus". Two options will be at work at the same time.

Existing leasable space-Growing the school

Due to funding and time requirements to plan and build "one campus", upon charter approval we will be working with existing office/classroom space and services to accommodate our current students' needs and continued growth.

The following leasable space is available in this area and within our budget. Due to current lease agreements, negotiations with the applicable landlords and/or brokers will begin immediately upon charter approval. We will share our growth plan and intentions to enable collaboration.

2nd year lease target buildings/spaces

94-889 Waipahu (1st floor)

94-428 Mokuola (FILCOM Center)

94-440 Mokuola (YMCA-Youth Building)

94-450 Mokuola (Plaza at Milltown)

3rd and subsequent year lease target buildings/spaces

94-216 Waipahu (Waipahu Store)

94-905 Waipahu (Highway Supermarket)

94-925 Waipahu (Salvation Army Store)

One campus vision-Growing the space

Informal conversations were started in 2014 to use land owned by The Hunt Companies located within their Waikele Canyon property. Zoning, infrastructure, and neighborhood concerns would have to be further investigated. This and other land

opportunities within the Waipahu area will be pursued as we would work towards eventually having one campus for our students. This option does not seem to be readily available and we do not foresee it being available for at least 7 to 10 years.

G. Start -Up Period

G. Start -Up Period

In accordance with the Start-Up Charter School Process, as shown in **Figure 3**, an approved applicant will not be able to hire employees who receive state benefits or receive funding until it completes its Pre-Opening Assurances. Generally, a Pre-Opening Charter School will not complete its Pre-Opening Assurances until a month or two before the school actually opens because these assurances include elements with practical limitations, such as proof of enrollment of the projected student body and facility compliance. The soonest that the first allocation of state per-pupil funding can be released to a Charter School, once it has completed its Pre-Opening Assurances, is July 20th.

Evaluation Criteria. A strong response will have the following characteristics:

- Detailed, comprehensive start-up plan specifying tasks, timelines, and responsible individuals, aligned with the start-up budget for each major area (facility, funding, student recruitment and outreach, faculty and staff, and proposed school governing board).
- Sound plan for leading the development of the school during its pre-opening phase, including identification of a capable individual or team to lead planning and start-up, as well as a viable plan for compensating this individual or team that is aligned with the budget.

1. Provide, as Attachment GG (10 page limit), a detailed start-up plan for the school (which aligns with the start-up year (Year 0) Budget in the Financial Plan Workbook), specifying tasks, timelines, and responsible individuals for each of the following areas:

- a. How the applicant plans to obtain financing for the proposed school's facility. Highlight the alignment of the financing plan with the timing of obtaining and renovating the facility, as described in Section VI.F.2.
- b. How the applicant plans to fund the start-up period. Include all plans for fundraising and grant writing. Describe any specific fundraising opportunities and grants the applicant has identified.
- c. How the applicant plans to market the proposed school to the school's anticipated student population and develop partnerships with other charter schools, DOE schools, and private schools to identify possible students and achieve the proposed school's projected enrollment. Include any other ways the applicant plans to achieve its projected enrollment.
- d. How the applicant plans to hire teachers, administrative staff and support staff during the start-up period, if any. This plan should incorporate the timeline for hiring teachers, described in Section VI.C.1, and delivering the professional development, described in Section VI.D.2.
- e. Describe how the proposed school board will transition from a founders' board to a more permanent governing board, including a timeline for recruiting and adding new members. Briefly describe the individual and/or collective skills sets the anticipated board members are expected to bring, with specific reference to the skill sets described in HRS §302D-12. Describe the priorities for recruitment of additional or replacement proposed school governing board members and the kinds of

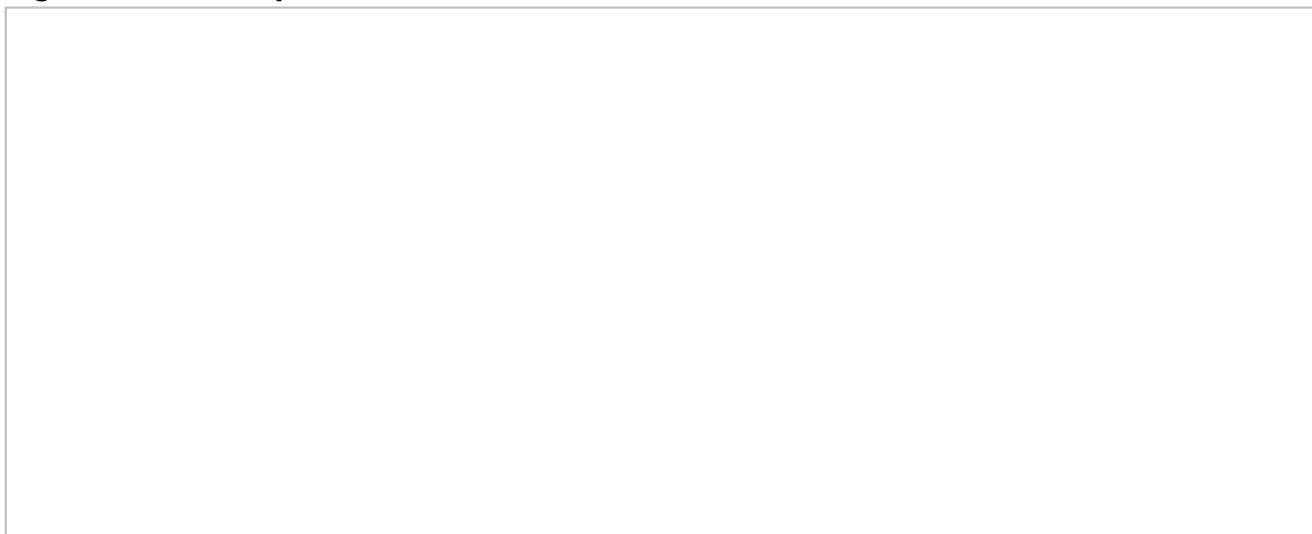
orientation or training new members will receive. Describe any bylaw, policies, or procedures changes that will be necessary for such a transition.

f. Identify the individual(s) who will work on a full-time or nearly full-time basis following approval of the application to lead development and implementation of the plan to open the proposed school and the plan to obtain the funding necessary to compensate these individuals.

Note: Uploaded files should be .pdf files only unless otherwise instructed.

<http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2575401-m7giboe5En/GG Atch a - Updated 3-13-15 Startup Plan.pdf>

Figure 3: Start-Up Charter School Process



H. Ongoing Operations

H. Ongoing Operations

Evaluation Criteria. A strong response will have the following characteristics:

- Sound plan for student transportation, including both daily transportation and special event transportation, if applicable.
- Sound plans for school and student safety and security, including security personnel, technology, equipment, and policies. If there is a virtual or blended learning program, physical or virtual security features to deter theft.
- A sound plan for food service, including plans for a certified kitchen, transportation of food or other means of providing food service in compliance with applicable laws, if applicable.

1. If the proposed school will provide daily transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the proposed school plans to meet transportation needs for field trips and athletic events.

Note: If this question does not apply, simply respond "Not Applicable," and state the reason this question is not applicable to the proposed school or plan.

Transportation-Daily

Based on our current projected location options, The Academy will be easily accessible to the surrounding neighborhoods and public transportation, therefore, at this time, we are not planning on providing daily transportation to and from school.

Transportation-Field Trips

Transportation needs for field trips and other events will be handled by a case by case basis, but the most common option will be to contract with authorized HI DOE Oahu bus contractors. Currently, these are the Ground Transport Inc and Roberts Hawaii.

Field trips are an important part of our the student's focused week of study called the "roundtable" and community awareness. For planning purposes we will plan on budgeting for 3 fields trips for our lower grades K-5 and 3 trips per year for our grades 6-12.

Early school drop offs

Depending on our enrolled student's family needs, if necessary, The IMAG Academy will plan to open their doors early to accommodate those families needing to drop children off early, eliminating a family's need to find alternative transportation to accommodate our late start time.

2. Discuss the plan for safety and security for students, the facility, and property. Describe the types of security personnel, technology, and equipment that the proposed school will employ. If the proposed school has a virtual or blended learning program, describe any security features to deter theft. This may include physical and virtual solutions.

The safeguarding and safekeeping of our school spans across a number of areas: personnel, facilities and grounds, equipment and furniture, and information technology (IT) equipment. Federal and state regulations will be followed to ensure appropriate and legal safeguards are employed. The HI DOE Student Conduct and Dismissal Policy will be used to guide and mitigate any disruptive or dangerous behavior.

The specifics needed to develop standard operating and handling procedures within each area will be determined by our location. Safety and security policies and emergency procedures will be developed and published within our employee and/or student handbooks. Assemblies, parent meetings, newsletters and other communication medium will be used to keep the appropriate audience properly informed.

In addition to notifications being made to the appropriate personnel, each advisory group may act as a forum for non-urgent concerns to be voiced and proposed solutions determined and presented.

Security personnel will be an important part of adding an additional support structure, guidance and a watchful eye of personnel, facilities and grounds, and equipment and furniture. In addition, the following areas will offer an additional focus on our school's safety and security.

Personnel – Students, staff and visitors

All school members will be charged with keeping themselves and each other safe and secured by being aware of one's surroundings. This will include reporting procedures of suspicious persons, unsafe facilities, grounds, equipment and furniture.

Facilities and grounds

Our facility personnel will be in charge of keeping our school clean, well-kept, and maintained. Facility and grounds needing repair or items replaced will be handled through our facility personnel. Security systems will be investigated and based on a location's specific requirements.

Equipment and Furniture (to include IT Equipment)

Inventory of equipment and furniture will be kept by our facility personnel or business manager. Instructions for proper handling will be developed. Physical security and maintenance of high-valued items will be determined by the nature of the item and any applicable government policy and/or legal requirements.

Individual computers (network connected)

Our IT person will be responsible for both the physical and virtual security and safety of our equipment. Inventory procedures will be employed to ensure physical accountability of computers and other IT equipment re-assigned to individuals. Standard operating procedures will be developed to ensure proper accountability, responsibility and problem resolution.

Appropriate physical and virtual safeguards will be employed to ensure our computers are secure from intrusion or inappropriate use.

3. If the proposed school will provide food service, describe the proposed school's plan for providing food to its students. Include any plans for a facility with a certified kitchen, transporting food from a certified kitchen, or other means of providing food service. Any food service must be provided in compliance with applicable laws.blended learning program, describe any security features to deter theft. This may include physical and virtual solutions.

*Note: If this question does not apply, simply respond "Not Applicable," **and** state the reason this question is not applicable to the proposed school or plan.*

We are anticipating 70% of our elementary, 64% of our middle school, and 57% of our high school students to qualify for the free and reduced lunch program; therefore we feel at least a lunch meal will need to be offered. A snack program will also be decided upon during startup. Based on our projected location options, The IMAG Academy will have a number of food service options available. The very helpful discussions with staff at the Hawaii Child Nutrition Program, the free and reduced lunch program will require additional paperwork and tracking, but they've assured us their help to ensure we utilize this program as much as possible.

Option 1: FILCOM Center

The center has a certified commercial kitchen and food service capability. In addition, the ballroom with seating for 380 could serve as our cafeteria.

Option 2: Contract services-Keiki Lunchbox

With a Kunia certified kitchen in the plans, Keiki Lunchbox, a company currently being used by a number of schools may be

available if our 1st option is not feasible or available.

Option 3 HI DOE public school lunch delivery

We have been told by food service personnel at the HI DOE that this service is currently not available for charter schools. We plan on looking into this option and what it may take to request a waiver to this current decision during the startup period.

I. Student Recruitment, Admission and Enrollment

I. Student Recruitment, Admission and Enrollment

All student recruitment, admissions, and enrollment decisions must be made in a nondiscriminatory manner and without regard to race, color, ethnicity, national origin, religion, sex, sexual orientation, marital status, income level, academic or athletic ability, disability, need for special education services, or lack of proficiency in the English language. The Commission may grant enrollment preferences in accordance with HRS §302D-34.

Evaluation Criteria. A strong response will have the following characteristics:

- Sound, thoughtful, and comprehensive plan for recruitment of families in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure and for achieving socioeconomic and/or demographic diversity.
- If applicable, identified enrollment preferences which are in compliance with federal and state law and any Commission policy or guidelines. Includes reasonable justification for the enrollment preference request.
- Admission and enrollment policy that complies with applicable law and any Commission policy or guideline, ensures the proposed school will be open to all eligible students, and includes:
 - A reasonable timeline for the application period and deadlines and process for the receipt and process of applications.
 - A reasonable timeline and comprehensive plan for student recruitment or engagement and enrollment.
 - Effective procedures for lotteries, waiting lists, withdrawals, re-enrollment, and transfers in accordance with state and Commission requirements.
 - Reasonable pre-admission activities for students, parents or guardians.

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

Our recruitment plan includes marketing via flyer distribution, website, Mid-Week calendar listings, blog and Facebook posts, informational sessions, attendance at community events, and strategically placed community banners.

In addition, especially during the startup and growing years part of our committee/task force structure will include a task force on the marketing to our diverse family community with the Waipahu and surrounding areas. This task force will also include an on-going review of other possible and more effective ways to recruit and market the school in order to ensure equal access to all interested students and families across Waipahu and the central leeward area.

The following list of focused programs we will use to inform and develop partners with spans across families in poverty, families of students with diverse academic abilities (gifted and talented, low-achieving, at-risk, special needs, etc) and families with relatively higher incomes and/or levels of formal education.

All early childhood care centers and programs in supporting areas

Early Headstart and Headstart programs

Non-profit infant care and preschool programs

Private infant care and preschool programs

Mom's Clubs and family related groups

All elementary schools in the area (7th grade applicants)

Waipahu, Mililani/Wheeler, Ewa Beach, Kapolei/Makakilo

The surrounding intermediate/middle schools in the area (8th grade applicants)

Waipahu, Mililani, Ilima, Kapolei, Pearl City Highlands

Private schools not offering high school

St Joseph's Catholic School

The Children's House

Pearl Harbor Christian Academy (in Waipahu)

Paid tutoring programs in the area (applicable grades)

Afterschool tutoring and special programs (applicable grades)

Parks and Recreation

YMCA

In addition to family outreach, our efforts will also include specialized information to public and private school and community service program staff, administrators, and directors. The list of community service programs with multiple locations and programs within the leeward central area would include, but not limited to the following.

Keiki O'Ka Aina Learning Centers

The Institute for Native Pacific Education and Culture (INPEACE)

Partners and Children Together (PACT)

Child and Family Services

2. Identify and describe any enrollment preferences that the proposed school would request, including the reasoning and justification for such preference request.

*Note: If this question does not apply, simply respond "Not Applicable," **and** state the reason this question is not applicable to the proposed school or plan.*

The IMAG Academy does not have any enrollment preferences and invite all families interested in our project-based learning methods to apply for admission. However, as a family oriented school, we do have identified an enrollment priority to ensure staff with children and families with multiple children are able to attend the same school. This is covered within our Admission and Enrollment Policy. The enrollment priority is highlighted below.

- a. Current students
- b. Children of The IMAG Academy's staff;
- c. Siblings of currently enrolled students;
- d. Siblings of newly admitted students;
- e. All other Hawai'i students

3. Provide, as *Attachment HH (no page limit)*, the proposed school's admission and enrollment policy, which should include the following:

- a. Tentative dates for application period and admission and enrollment deadlines and procedures, including an explanation of how the school will receive and process applications;
- b. A timeline and plan for student recruitment or engagement and enrollment;
- c. Procedures for lotteries, waiting lists, withdrawals, re-enrollment, and transfers; and
- d. Descriptions of any pre-admission activities for students, parents, or guardians, along with an explanation of the purpose of such activities.

Note: Uploaded files should be .pdf files only unless otherwise instructed.

<http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2575401-BETH8KI5tT/HH Atch - Updated 3-13-15 Admission & Student Enrollment.pdf>

Attachment HH (no page limit)

Note: Uploaded files should be .pdf files only unless otherwise instructed.

<http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2575401-L24I0US4zv/HH Atch - Updated 3-13-15 Admission & Student Enrollment.pdf>

J. Parent and Community Involvement

J. Parent and Community Involvement

Evaluation Criteria. A strong response will have the following characteristics:

- Sound pre- and post-opening parent or guardian engagement plan, including family-school partnerships, that is welcoming and accessible to all parents and guardians.
- Effective strategies for informing and engaging parents or guardians and the community about the proposed school's development.
- Community resources and partnerships that will benefit students and parents or guardians and that include:
 - Description of the nature, purposes, terms, and scope of services of any such partnerships; and
 - Evidence of commitment from identified community partners.

1. Describe the proposed school's philosophy on parent and community involvement and the role of parents or guardians and the community in the proposed school.

As an educational choice, our philosophy is to provide an inviting environment where family relationships can be strengthened. Therefore our school and resulting programs are built to support families to better interact, connect and learn as a family. Our decisions will take into consideration the support systems our families may need to enable their student's to focus on school related work and excel in their learning.

We believe our School Family is an extension of our students' family, therefore parents or guardians are an important aspect of our school and we strongly believe we must work together to create the best learning environment, teaching community and school organization. We have developed family programs built upon interaction and connection. Parent volunteer opportunities will be focused on marrying a parent's strengths and desires to school needs.

As a community resource, our philosophy is to provide a collaborative environment where community members and business leaders are partners in the educational programs offered to our families. Therefore our instructional framework to connect CCSS driven knowledge and skills with community centered projects will result in partnerships built to support a strong interactive community-centered environment. We have incorporated community projects and events into our weekly schedule. Community member volunteer opportunities will also be focused on integrating a member's strengths and/or core business concerns to school needs.

2. Briefly describe what has been done to assess and build parent and community interest in the proposed school, and summarize the results achieved. Describe plans for engaging parents or guardians and community members from the time that the proposed school is approved through opening and after the proposed school is opened.

We have participated in the following activities.

- Personal visits to government representatives' offices of the Waipahu and surrounding areas
- Sign-waving and survey at the Waipahu post office
- Information sharing at the Pearl City and Waipahu Neighborhood meetings (Oct 2014)
- Presented at the Waipahu Neighborhood meeting (Jan 2015)
- Personal discussions with educators, Waipahu High School staff members and Leeward District Educational Specialists
- Exhibited at the Waipahu Community Association's "Taste of Waipahu" annual event (Nov 2014)
- Conducted an email "awareness" blitz

These activities have given us a better understand the educational and community concerns. It has started a connection with community leaders and parents.

Our plans for engaging parents, guardians and community members will focus on becoming a resource for educational information and building relationships/partnerships. Our communications plan includes face-to-face discussions with HI DOE Leeward district staff, administrators and staff of other public schools, preschools, and community programs throughout the leeward central area. In addition, our goal is to become a sought-after contributor and event participant within our community.

The following are common activities to engage with our parents and community members.

- Information/Flyer distribution – Community Program and Public Schools
- Event participation – Information/Flyer Distribution & Newsletter/Email Sign up
- Community member awareness – Newsletter/Email Notifications
- Mid-Week and The FilAm Courier contributor – Student and community partnership successes

Section VI. J.3 also provides a number of family communication activities and programs to help us to build a relationship with our families and to stay in engaged and understand their current and on-going needs.

3. Describe how parents or guardians and the community will be informed about and be engaged in the proposed school, in addition to any proposed governance roles described below. Describe plans for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the proposed school will seek from or offer to parents or guardians.

The IMAG Academy has a number of structures and policies to ensure parents/guardians and community members are informed and engaged in our school. These include a Family Communications Plan, family and community programs, and parent and community member volunteer opportunities. The following is a list of the many opportunities The IMAG Academy will be using to stay engaged with all school members.

Family Communication Plan

1. Enrollment and Admissions Policy and Procedures
2. Admissions Process
3. Student and Family Handbooks
4. Family focused events
5. School newsletters
6. Weekly E-Communiques
 - a. School, grade level, and classroom communications will be done primarily via email – other forms of communications will be used on a case by case basis
7. Talk Story Events
8. Complaints Procedures

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

Parent Volunteer Opportunities

1. Reading Program
2. Tutoring Program
3. Community Project Volunteer – ie Guest speakers

4. Parent Advisory Group

Community Programs and Volunteer Opportunities

1. Community Project Volunteer – ie Guest speakers
2. Community Project Partner – Provide the community focus of our semester project
3. Wednesday Lunch with Mentors and Parents
4. In-kind donations – tax/accounting benefit
5. In-kind donations – Sponsorship partner
6. Community Advisory Group

4. Describe any partnerships the proposed school has established with community organizations, businesses, or other educational institutions, including the nature, purposes, terms, and scope of services of any partnerships. Include, as *Attachment II (no page limit)*, existing evidence of support from such community partners, such as letters of intent or commitment, memoranda of understanding, and/or contracts.

We are at the beginning stages of our partnership development with the following entities.

1. Waipahu Neighborhood Board
2. FILCOM Center
3. The International City of Refuge Christian Church
4. Government representatives
5. Enterprise Honolulu

During our startup phase we will be starting a new tradition called The IMAG Arts and Product Show. It will provide public and private school students across the central leeward area a venue to show off what students can do and the possible products they can create through project based learning. We look forward to partnering with all the other schools in the leeward and central areas to bring students and teachers together as they engage in projects within their communities.

In addition, we are excited to start discussions with surrounding business that may be able to partner and experience our school-wide community-centered projects. In particular interest are our neighbors in walking distance; YMCA, Nii Supermarket, Island Heritage, Frito Lay, Fuji Film, and Hawai'i's Plantation Village.

Attachment II (no page limit)

Note: Uploaded files should be .pdf files only unless otherwise instructed.

<http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2575401-WySOwero2D/II Atch Updated 3-13-15 Community Partners.pdf>

K. Nonprofit Involvement

K. Nonprofit Involvement

Proposed schools are strongly encouraged to designate or establish an associated nonprofit organization to assist with fundraising and other support activities, especially during the start-up period.

*Note: If any of these questions do not apply, simply respond “Not Applicable,” **and** state the reason the question is not applicable to the proposed school or plan.*

Evaluation Criteria. A strong response will have the following characteristics:

- Comprehensive description of ways the nonprofit can support the proposed school and identified funding sources, if applicable.
- Evidence that the nonprofit board members have the experience necessary to support the proposed school or has a comprehensive plan to identify and recruit individuals with the necessary experience, if applicable.

1. Describe the proposed school’s associated nonprofit organization, if any, including its current tax status and/or the plan and timeline for obtaining tax exempt status.

Our plan is to apply for our tax exempt status as soon as possible.

March/April 2015

- Finish Articles of Incorporation or Articles of Organization (LLC)
- Finish IRS Form 1023 Application for Recognition of Exemption
- Continue to seek fiscal agent/sponsor from another non-profit organization

April/May 2015

- File Articles with the Hawaii Department of Commerce and Consumers Affairs Business Registration Division
- File IRS Form 1023 Application for Recognition of Exemption

Upon receipt of our IRS 501(c)(3) exemption status

- Apply for Hawaii General Excise Tax (GET) exemption
- Register with the Hawaii State Attorney General’s Charity Resource Office

2. Specifically identify ways that the proposed school’s associated nonprofit organization, if any, will support the proposed school. Examples of ways a nonprofit can support a school include, but are not limited to, community fundraising, developing partnerships, finding alternative funding sources, writing grants, and finding other ways to leverage existing resources. Identify and describe any specific grants or programs that the nonprofit is planning to use.

Associated nonprofit organization-when approved

The IMAG Foundation, our school’s nonprofit, 501(c)(3) organization would support the school by being our fiscal sponsor in our efforts to raising program funds, applying for grants and finding funding sources specifically limited to non-profit organizations.

The IMAG Foundation's sole purpose is to perpetuate the school's vision and mission by supporting it in community fundraising and event promotion. The Foundation would develop local and global partnerships in to increase the awareness of the school.

Fiscal Agent/Sponsor

A fiscal agent or sponsor would support The IMAG Academy by allowing us to apply for grants specifically limited to non-profit organizations. They would act as our fiduciary agent in the receipt, disbursement, and oversight of grant monies. This relationship would continue until our own nonprofit status is approved.

Grants

Our plan is to apply for grants to cover our startup period and 1st year of operations. Currently, we plan on writing grant requests to the following foundations

- Harold K. Castle Foundation (no hard deadline)

More research is required on the following grant opportunities to ensure we are eligible for consideration

- Ulupono
- George Lucas Education Foundation
- Verizon Innovative Learning Grant
- Schools of the Future
- US DOE Charter School Program

3. List all current and identified nonprofit board members and their intended roles. Describe the experience and qualifications of the nonprofit board members that are relevant to the above means of supporting the proposed school. If none of the current nonprofit board members have the requisite experience or capacity, discuss how the nonprofit and proposed school plans to identify and recruit individuals with the requisite experience and capacity.

The sole purpose of the IMAG Foundation is to perpetuate the vision, mission, and values of The IMAG Academy. It will provide the fiscal sponsorship to the IMAG Academy when needed. The intended roles of the board members will be the following.

- Funds Development
 - o Grant identification and request
 - o Fundraising opportunities
- Fiscal sponsorship
 - o Receipt, disbursement, and oversight of grant monies
- Strategic-Visioning Assistance

The experience and capacity needed to carry out the purpose of the IMAG Foundation will be, but not limited to the following.

- Financial Management – Accounting and Fiscal Controls
- Community/Political Awareness
- Grant writing and reporting

- Program assessment and evaluations
- Strategic Planning
- Legal Affairs
- Funds Development
- Fundraising and Events Management

We will use the following plan/steps to identify and recruit individuals with the above expertise. Increasing our Foundation's board capacity will be a continuous and on-going cycle.

- Create recruiting priorities
- Review and build recruitment packets
- Develop a list of prospective candidates based on recruiting priorities
- Provide packets to candidates and request a meeting
- Meet and orient the candidate to the school and the foundations roles and responsibilities
- Appoint board members
- Regularly profile current board members and collective skill set
- Assess board member and board performance
- Identify board development training requirements and accomplish

L. Organizational Plan Capacity

L. Organizational Plan Capacity

Evaluation Criteria. A strong response will have the following characteristics:

- Evidence that the organization team has the collective qualifications (which may include, but is not limited to, documented and relevant credentials and experience contained in the resumes of all members and an understanding, as demonstrated by the application responses, of challenges, issues, and requirements associated with running a charter school) to implement the Organizational Plan successfully, including capacities in areas such as staffing, professional development, performance management, general operations, facilities acquisition, development (such as build-out or renovations), and management.
- Evidence of the individual or team's experience in and ability to implement the Organizational Plan being proposed.
- Evidence of a strong commitment from any essential partners in planning and establishing the Organizational Plan.

1. Identify the key members of the applicant's team that will play a substantial and ongoing role in the successful implementation of the Organizational Plan. These may include current or proposed governing board members, school leadership or management, and any essential partners who will play an important ongoing role in the proposed school's Organizational Plan. 2. Describe the applicant's organization team's individual and collective qualifications for implementing the Organizational Plan successfully, including capacity in areas such as:

2. Describe the applicant's organization team's individual and collective qualifications for implementing the Organizational Plan successfully, including capacity in areas such as:

- a. Staffing;**
- b. Professional development;**
- c. Performance management; and**
- d. General operations**

The key members to ensuring our successful implementation are our founding board and their professional and personal networks. In addition, the board president and treasurer will hold important positions in building the necessary and viable governance structure to mature our board performance. In order to use everyone's expertise effectively and efficiently, Sheila Buyukacar and Joe Evans will provide the necessary oversight.

As important, we realize all of our employees will play a critical role in our initial and on-going success, but our plan includes essential help during the pre-opening months of January through June. The essential positions will be our business manager, SASA, Project Coordinator, resource teacher, and two or three educators. Together we will be able to successfully integrate and implement our academic and organizational plans in a financially viable way.

The following will provide a snapshot of Mr Joe Evan and Sheila Buyukacar's background and experience in governance development, staffing, professional development, performance management, general operations, and parent and community involvement.

Joe Evans has supported a number of charter school governing boards and guided them in their governance decision making. He has approximately 15 years' of experience in staffing financial management teams in banking, investment and non-profit industries. His other responsibilities included payroll management, staff licensing and credentialing, union business relationships and HR director tasks. He has 10 years of building clientele portfolios in both banking and investment industries and 15 years in business consulting and managing relationships in non-profit and for-profit companies. He has conducted performance evaluations for staff in different capacities and managed processes and provided training and conducted seminars on various topics including investment strategies, accounting software implementation, developing policies and procedures manuals and business planning. His positions over the years has provided him hands-on experience in budgeting, financial statements preparation, financial analysis and cash flow management, preparing auditing work papers, internal controls review and revision, supervising and motivating staff, generating and maintaining business relationships.

Sheila Buyukacar has over 30 years in building the necessary organizational structures within organizations in a variety of capacities; as a manager, consultant and business owner. As a USAF project manager, section leader and a business owner, Sheila's staffing, training, and professional development expertise spans across 20 years. She has developed and presented orientation and training workshops for senior leaders to computer technicians. She has held positions within non-profit organizations as a facilitator and Executive Director. Her responsibilities included the proper handling and stewardship of monies, contracts, and membership relations. As the "face" to her organization's members, Sheila realized the importance of parent involvement in the education and growth of children. She organized monthly events focused on learning and interaction.

From a business and organizational standpoint, her positions over the years have provided her in-depth organizational development experiences in strategic planning, policy, process and procedure re-engineering. More important, her 30 years in management and leadership positions have given her invaluable insight and experiences in building necessary and essential relationships across all levels of an organization and community.

3. Describe the applicant's organization team's individual and collective capacity and experience in facilities development, acquisition, and management, including financing and managing build-out and/or renovations, as applicable.

Currently, our plan is to grow our campus(es) within the Mokuola and Waipahu Depot area over the next 7 to 10 years, therefore we have focused our capacity requirements on expertise in permitting, interior build-outs and/or minor renovations.

Our current founding member, Cheryl Cudiamat and husband own a building and design company, Structural Builders, Hawaii, Inc. They are an architectural, structural, and civil engineering design and consultation firm that has agreed to help us with inspecting and determining the necessary work to ready our facilities for the school.

The majority of our contract negotiation and financial guidance will be handled by founding members Joe Evans and Martha Nahale.

As we plan now and strategically for the future toward one campus, more expertise in zoning, utility infrastructure, financing and acquisition will be required. In addition to the guidance from Structural Builders, our founding member, Mr Joe Evans also has experience in investment banking.

4. Identify any organizations, agencies, or consultants that are essential partners in planning and establishing the proposed school's Organizational Plan, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the proposed school's development of its Organizational Plan.

Our advisors, Pono Shim, Tom Mitrano will help to connect our founding members to those experts in legal, funds development and grant writing. Mr Gillentine will help to better understand our younger student's and family needs.

In addition, our partnerships with our HI DOE complex area educational specialist and our union representatives will play an important role in our growing understanding of areas in constant movement and change.

5. Explain who will lead implementation of the proposed school's Organizational Plan and the experience or abilities that the individual or team has in implementing organizational plans.

Sheila Buyukacar is tasked to be the point person to continue to build the team to handle all of the tasks to opening our school in 2016. Her project management expertise along with her organizational development experiences will be instrumental in her orchestrating the tasks of the entire implementation plan and ensuring our organizational structure and plan is integrated correctly to support our academic plan and instructional framework.

The experience and abilities of our entire founding group is going to play a critical role in our success. Their expert knowledge and hands-on experience in almost every area recommended for running a successful school is present.

Sheila will be able to tap into each of our founding member’s specialties and their personal and professional networks in the community to bring the necessary knowledge, skills, solutions, and energy to opening the school and growing our capability to becoming a welcomed community resource.

Joe Evan’s financial acumen and experience with starting and guiding charter schools will be influential in continuing to improve our governance structure, financially and organizationally. His areas of expertise include accounting, audit processes, risk management, cost allocation, budgeting, team management, GAAP implementation and strategic planning.

M. Third-Party Education Service Providers and Charter Management Organizations

M. Third -Party Education Service Providers and Charter Management Organizations

Does the applicant currently operate charter schools in Hawaii or any other state?

No

Will there be a third-party that provides a significant amount of assistance with educational services to the proposed school

No

Will there be a third-party that provides a significant amount of business services (back-office services, school operations, etc.) to the proposed school?

No

N. Conversion Charter School Additional Organizational Information

N. Conversion Charter School Additional Organizational Information

Is the applicant proposing to convert an existing DOE school into a charter school?

No



VII. Financial Plan & Capacity

Created: 02/10/2015

Last updated: 03/16/2015

A. Financial Plan

Evaluation Criteria Note: A strong Financial Plan is coherent overall and aligned internally with the proposed school's mission and vision, Academic Plan, and Organization Plan.

A. Financial Plan

Evaluation Criteria. A strong response will have the following characteristics:

- Draft financial procedures, policy, or other reasonable assurance that the proposed school will have sound systems, policies, and processes for financial planning, accounting, purchasing, and payroll, including a description of how the proposed school will establish and maintain strong internal controls, ensure compliance with all financial reporting requirements, and conduct independent annual financial and administrative audits.
- Evidence that the proposed school's leadership has a strong understanding of the appropriate delineation of roles and responsibilities among the school leadership team or management team and proposed school governing board regarding school finance.
- Evidence that the school has developed a plan for conducting and paying for an annual financial audit, in accordance with state law.
- Sound criteria and procedures for selecting contractors for any administrative services.
- Complete, realistic, and viable start-up and three-year operating budgets.
- Detailed budget narrative that clearly explains reasonable, well-supported revenue and cost assumptions (especially for grant or fundraising assumptions) identifying the amount and sources of all anticipated funds, property, or other resources (and noting which are secured vs. anticipated, including evidence of firm commitments where applicable, and noting any restrictions on the funds).
- Sound contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
- If the proposed school has a virtual or hybrid online component, a clear and comprehensive description of the necessary costs for delivery of such component.

1. Describe the systems, policies, and processes the proposed school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.

The financial planning, accounting and reporting system to be used by The IMAG Academy will follow generally accepted accounting principles and the rules of our charter contract. In addition and recommended by The National Charter School Resource Center, the systems established should help us to maintain our planning and budgeting policies, accounting and control systems, and oversight and reporting processes.

Our financial leadership team includes our governing board, board treasurer, school director, and business manager. Each plays an important role in providing accurate and actionable information to all stakeholders for a variety of decisions.

Oversight is provided at the “transaction” level by our business manager and school director. With appropriate written policies, procedures and segregation of duties, each will act as a check and balance in accounting for and expensing out resources needed at the school level. Specific purchasing and procurement decisions will require the appropriate approval levels dictated by the governing board policies, controls, and procedures. Contracted with the Department of Education, our payroll system will require the school director and administrative staff to oversee time and attendance reports and submitting payroll check requests. The school director and board treasurer will review payroll statements monthly to ensure salaries are consistent with staff contracts and personnel policies.

During the planning phase, our school director will provide income and expense estimates for the upcoming fiscal year represented within our operating budget. Our main income source (per seat funding) will be driven by successfully marketing student, school and community successes and reaching our projected enrollment numbers. Our fundraising target requirements will also be affected. Beneficial partnerships and lease contract negotiations by our startup facilities task force and school director will help to lessen our facility expense. All of these efforts will help in all of our reporting metrics.

Our board treasurer will be responsible for monthly and quarterly financial reporting. Accounting reports; balance sheet, revenue/expense and cash flow reports will provide essential insight into our short-term health. Board policies and their resulting procedures will also ensure monthly, quarterly and annual reviews of metrics that indicate information about our financial stability (ie current ratio, unrestricted day’s cash, enrollment variance, total margin, and debt-to-asset ratios). Our board treasurer and finance committee will also be charged with preparing for the annual audit and to provide appropriate trending information to help us understand our ability to sustain the school into the future.

2. Describe the roles and responsibilities of the proposed school leadership team or management team and proposed school governing board with regard to school finances, and distinguish between each.

The governing board, treasurer, finance committee, business manager and the school director appropriately authorize and control the finances of the school. The following are their major roles and responsibilities.

Governing Board

- Ensures adequate financial controls are in place and financial reports are in accordance with accounting practices and applicable provisions of the charter contract.
- Reviews and makes financially sound decisions based on our financial statements and associated metrics.
- Approves operating budget and reviews associated spend plans
- Approves charter school’s investment policies and reviews them annually.

School Director

- Ensures adequate financial procedures and controls are in place and that financial information are correct and in accordance with accounting practices and applicable provisions of the charter contract.
- Prepares the operating budget
- Monitors income and expenses on a daily basis and investigates irregularities
- Prepares financial and educational program reports

- Carries out policies established by the charter school board.
- Provides information and offers recommendations to Finance Committee.
- Maintains operational control of inventory

Business Manager

- Administers the procurements and contracts
- Posts and keeps transaction ledgers and other fiscal documents
- Prepares monthly, quarterly and annual reports as necessary
- Works with the School Director, Board Treasurer and Finance Committee members

Board Treasurer and/or

Finance Committee

- Acts as liaison on financial matters between the full board and school director
- Reviews and recommends changes and improvements to accounting and control policies
- Makes recommendations to and revises budget as needed
- Reviews monthly financial statements
- Reviews audited financial statements
- Readies documents for the annual audit
- Coordinates board training on financial matters

3. Describe the proposed school's plans and procedures for conducting an annual audit of the financial and administrative operations of the proposed school. An estimate of the cost of the audit should be included in the Financial Plan Workbook.

An audit of our financial practices will be conducted annually and will be coordinated as a responsibility of the finance committee and/or Board Treasurer. Any persons with expenditure authorization or recording responsibilities within the school may not serve on the committee. The committee shall contract annually for the services of an independent certified public accountant familiar with the nuances of a Hawaii public charter school. The audit must be comprehensive to include the school's internal controls and practices. It must provide the information necessary to make short-term health and long-term sustainability determinations that would aid the governing board in their decision making.

The audit will be reviewed by the governing board, and submitted to the state's public charter school commission's administrative office. Based on discussions with other charter schools, the cost of a comprehensive audit ranges between \$10,000 to \$15,000. We will budget \$15,000 within the IMAG Academy's Financial Plan Workbook.

4. Describe any services to be contracted, such as business services, payroll, and auditing services, including the anticipated costs and criteria for selecting such vendors.

The following will be provided through contracted services. The criteria for selection will be based on the outcomes we will need and the contractor's ability to provide the stated services. References will be requested and previous clients contacted.

Annual Audit - \$15,000

An annual audit to include the policies, practices, and procedures will be performed by an outside certified public accountant. An audit for a public charter comes with slightly different governance concerns and a CPA that has conducted an audit for a public charter school will be preferred.

HR Services-Ceridan - \$6,000

A service provider that works with clients within the Hawaii public charter school system is highly preferred.

Consultant Services-Grant Writer - \$5,000

Grants during the first two years will be required to provide the necessary funds to operate the school. An expert Grant Writer who has had success in identifying funding opportunities and has received grant awards in the school sector, especially the public charter school area would be a priority.

Consultant Services – Board Development (Capacity Building) - \$1,500

Board development will be especially important as a new and eventually transitioning board. A complete compliment of services that include guidance, support and training resources will be especially needed.

Consultant Services – Staff Development (School Family) - \$10,500 (includes travel/hotel)

Annual School Family training will be necessary at least until we hit our capacity in 2023. A consultant with successful and documented in-class implementation of the school family construct is essential. As important will be experience and lessons of implementation within a high school or middle school level.

Teacher Summer Contracts – Curriculum/Project Alignment - \$140/day

Our startup phase requires educators to aid us with our curriculum and project alignment. Educators with experience with community-centered project based learning will be required. Although not necessary, educators that have been provided a contract with The IMAG Academy for the upcoming school year will be preferred.

5. Submit a completed Financial Plan Workbook ([Exhibit 6](#)) as Attachment MM (required form). In developing the proposed school's budget, use the following per-pupil annual revenue projection: \$6,200.

Note: This file upload should be in the .xls or .xlsx format only.

[http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34579/2711265-66D2iURp4r/Atch MM - Updated 3-13-15A Financial 2014 Plan IMAG Academy \(02-19-2015\).xlsx](http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34579/2711265-66D2iURp4r/Atch MM - Updated 3-13-15A Financial 2014 Plan IMAG Academy (02-19-2015).xlsx)

6. Budget Narrative. As Attachment NN (5 page limit), present a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising). Include the following:

a. Indicate the amount and sources of funds, property, or other resources expected to be available not only via per-pupil funding but also through banks, lending institutions, corporations, foundations, grants, donations, and any other potential

- funding sources. Note which are secured and which are anticipated, and include at the end of **Attachment OO (no page limit)** evidence of commitment for any funds on which the proposed school's core operation depends (e.g., grant award letters, MOUs). Describe any restrictions on any of the aforementioned funds.
- b. Discuss the proposed school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
- c. Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening.
- d. If the proposed school has a virtual or blended learning program, describe the necessary costs for delivery of such program. This may include costs associated with hardware, software, peripheral needs (cases, headphones, chargers, etc.), storage, and network infrastructure needs.

Note: Uploaded files should be .pdf files only unless otherwise instructed.

<http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34579/2711265-33GgoXVQIC/NN Atch - Updated 3-13-15A Budget Narrative.pdf>

B. Financial Management Capacity

B. Financial Management Capacity

Evaluation Criteria. A strong response will have the following characteristics:

- Evidence that the financial team has the collective qualifications (which may include, but is not limited to, documented and relevant credentials and experience contained in the resumes of all members and an understanding, as demonstrated by the application responses, of challenges, issues, and requirements associated with running a charter school) to implement the Organizational Plan successfully, including capacities in areas such as financial management, fundraising and development, accounting and internal controls.
- Evidence of the individual or team's experience in and ability to implement the Financial Plan being proposed.

1. Identify the key members of the financial team that will play a substantial and ongoing role in the successful implementation of the Financial Plan. These may include current or proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in the proposed school's Financial Plan. 2. Describe the applicant's financial team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as: Financial management; Fundraising and development; Accounting; and Internal controls.

2. Describe the applicant's financial team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as:

- a. Financial management;**
- b. Fundraising and development;**
- c. Accounting; and**
- d. Internal controls.**

The key members of the financial team are the Board Treasurer, Finance Committee Chair, Business Manager and our School Director. The founding Board Treasurer will lead the team in the initial phase of the implementation. The detailed operations and responsibility will transition to the Business Manager position as the Governing Board Treasurer will provide oversight and guidance. The School Director will develop the operating budget and provide the necessary management over the school's resources.

Financial Management, Accounting and Internal Controls

Our founding member, Mr Joe Evans will provide us with over 7 years of professional financial management knowledge, skill and experience within the Hawai'i charter school system. As important is his 33 years of experience in finance, accounting, banking, strategic planning, budgeting and investments.

- Most recent professional experience is as a Business Manager for Hawaii Technology Academy (the largest charter school in Hawaii) for the last 6 ½ years.
- He was also an initial team member and consultant in assisting SEEQS public charter school establish its financial procedures.

Mr Evans will be instrumental in setting up the internal controls, policies, procedures, and accounting system; payroll, banking and insurance relationships; and other business needs for the school. His knowledge of GAAP is evident in his continued capacity as a professional and consultant. In addition, he will be able to work closely with the Business Manager, Board Treasurer and School Director in getting the school ready for our annual compliance audit.

Fundraising and development

Until we recruit board members with funds development and grant writing expertise, our efforts will be focused on fundraising. This will be handled by our School Director, other board members and our summer contracted school staff. While recruiting more board members, we also have budgeted monies to contract a grant writer to help us with continued grant identification and writing. The IMAG Art & Product Show in December and our March Intersession Program will be provided as annual fundraising events to engage both students, families, other schools, and our community.

3. Identify any organizations, agencies, or consultants that are partners in planning and establishing the proposed school's Financial Plan, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the proposed school's development of its Financial Plan.

We will reach out to our external partners and counterparts within the HI DOE and the Public Charter School Commission for guidance and assistance.

4. Explain who will lead development of the proposed school's Financial Plan and the experience or abilities that the individual or team has in implementing organizational plans.

Mr Evans has tremendous experience and knowledge in developing and implementing financial plans and operations for non-profit, for-profit and public charter schools. He has built business relationships, accounting systems, account payable and receivable procedures, provided human resource management assisted with facilities management, prepared budgets

and cash flow models, financial statements preparation, and banking/insurance/investment management. His extensive financial experience will make him the perfect liaison with the Public Charter School Commission and other external agencies.

He will be the team leader as our Board Treasurer. He will lead the implementation of policies and procedures for the school's finance & accounting capability. Our School Director and Finance Committee Chair will work closely with him to ensure the proper policies, processes, controls and procedures are implemented at the school level.

C. Conversion Charter School Financial Plan and Facilities

C. Conversion Charter School Financial Plan and Facilities

Is the applicant proposing to convert an existing DOE school into a charter school?

No

Attachment U

BYLAWS
OF
The IMAG Academy

ARTICLE I – NAME

Section 1.01 Name. The name of the school is The IMAG Academy, herein after referred to as “IMAG.”

ARTICLE II – PURPOSES

Section 2.01 Purpose. IMAG is a public charter school organized under the laws of the State of Hawaii and its purposes are set forth in its State Public Charter School Contract.

Section 2.02 Powers and Duties. IMAG’s governing board (GB) shall have, but is not limited to, the powers and duties pertaining to the school as outlined in Section 302D of the Hawaii Revised Statutes:

- (a) Oversight over and responsibility for its financial, organizational, and academic viability.
- (b) Responsible for the implementation and performance of its charter.
- (c) Possess the independent authority to determine the organization and management of the school and its curriculum.
- (d) Ensure compliance with applicable federal and state laws.
- (e) Ensure compliance with the terms of the charter contract between the authorizer and the school.
- (f) Has the power to negotiate supplemental collective bargaining agreements with the exclusive representatives of their employees and is considered employer of charter school employees for purposes of Chapters 76, 78, and 89 of Section 302D of the Hawaii Revised Statutes.

ARTICLE III – GOVERNING BOARD MEMBERS

Section 3.01 Number. The Governing Board shall consist of no fewer than nine (9) voting members. The School Director will be an ex-officio, non-voting member of the Board.

Section 3.02 Qualifications. Board membership shall comply with statutory requirements. No more than one-third of the voting members of the governing board shall be employees of IMAG or

relatives of employees under the jurisdiction of IMAG's governing board. In selecting board members, consideration shall be given to individuals who:

- (a) Provide the governing board with a diversity of perspective and a level of objectivity that accurately represent the interests of IMAG students and the surrounding community;
- (b) Demonstrate an understanding of best practices of non-profit and/or charter school governance; and
- (c) Possess strong financial and academic management and oversight abilities, as well as human resource and funds development experience.

Section 3.03 Term. Each board member shall be elected to a two (2) year term. Terms shall be staggered so that not all terms are renewed at the same time. Terms will begin at the time of the July board meeting, or if there is no such meeting, on July 31.

Section 3.04 Term Limit. Each board member shall not be allowed to serve more than three (3) consecutive terms, after which they must take a minimum of two (2) years off before being reconsidered for nomination as a board member.

Section 3.05 Selection. Governing board members will be nominated in accordance with the stated board-approved nominating policy. Board members shall be elected by the governing board at any board meeting by a majority of the board members currently in office. A board member elected to fill an unexpired term shall have tenure only to the end of such term.

Section 3.06 Resignation. Any board member may resign at any time by delivering a written resignation to the president of the board. Such resignation shall be effective upon receipt unless specified to be effective at some later time. To facilitate the election of new board members, the school formally encourages board members intending to resign or decline nomination to provide notice of the board member's intent as far in advance as possible.

Section 3.07 Removal. Any board member may be removed from office with or without cause by an affirmative vote of two-thirds (2/3) of the remaining board members then in office. Any board members being considered for removal shall receive at least two (2) weeks' notice of such proposed action and shall have the opportunity to address the board regarding such action prior to any vote on such removal.

Section 3.08 Vacancies. Any newly created board and any vacancies of the governing board, arising at any time and from any cause, may be filled at any meeting of the governing board in which quorum is present. However, if the number of board members then in office is less than a quorum, the vacancies shall be filled by the affirmative vote of (a) a majority of the board members then in office or (b) a sole remaining board member. A board member so elected shall serve until the next annual meeting and until a successor is elected and qualified.

Section 3.10 Quorum. A majority of the full number of voting members of the Board, including the

President or the presiding Officer shall constitute a quorum. When a quorum is present, a majority of the Board members present may take any action on behalf of the Board, except to the extent that a larger number is required by law, by the Charter, or by these by-laws. The act of the majority of the members present at a meeting at which a quorum is present shall be regarded as the act of the Governing Board.

Section 3.11 Regular Meetings. Regular meetings of the governing board shall be held at least four (4) times a year, and at such other times as the Board shall determine. The public will receive notice of a meeting of the governing board a minimum of six calendar days prior to such meeting through the school or Hawaii Charter School Commission's website.

Section 3.12 Special Meetings. Special meetings of the governing board for any purpose may be called at any time by the President or upon a petition signed by a majority of the board members. Such meetings shall be held upon not less than two business days' notice given to all board members by in-person communication, telephone, written notice, email, or other electronic means. Such notice shall specify the time and place of the meeting. Discussion and minutes of Special Meetings shall be reported in full at the next regularly scheduled governing board meeting.

Section 3.13 Annual Meeting. The annual meeting of the Board shall be held each year at a time determined by the board. Notice shall be given as stated in section 3.11. The annual meeting shall be for the purpose of electing officers and new Board members and for the transaction of such business as may come before the meeting.

Section 3.14 Executive Session. An Executive Session may be called when it is necessary to discuss confidential or sensitive issues. Minutes of the Executive Sessions will be held in confidential meeting files held by the governing board Secretary.

Section 3.15 Notice. Notice of the time and place of any meeting of the governing board for which notice is required will be given to each member by the Secretary or by one of the persons calling the meeting, not less than six days before the date set for the meeting. Notice shall be given to all board members by in-person communication, telephone, written notice, email, or other electronic means. Non-receipt of any such notice will not invalidate any business done at any meeting at which a quorum is present.

Section 3.16 Virtual Participation. All board members may participate in, or conduct, a regular, special, or committee meeting through the use conference telephone or any means of communication by which all board members participating may simultaneously hear each other during the meeting. A board member participating in a meeting by this means is deemed to be present in person at the meeting.

Section 3.17 Conflicts of Interest. A governing board member shall disclose whenever he feels he may have a conflict of interest where decisions may be made that may give rise to that conflict. If a majority of the governing board agrees that a conflict of interest may exist, the affected board member shall refrain from any discussion beyond answering questions regarding the potential conflict. No member of the governing board shall vote on a matter in which such member, or a

parent, spouse, child, partner, employer, or similar related business entity has a substantial interest in any property or business that would be substantially affected by such action.

Section 3.18 Presumption of Assent. A member present at a meeting of the governing board at which action on any GB matter is taken will be presumed to have assented to the action taken unless such member's dissent will be entered in the minutes of the meeting or unless such member will file a written dissent to such action with the secretary of the meeting before the adjournment thereof or will forward such dissent by registered mail to the Secretary of the board immediately after the adjournment of the meeting. Such right to dissent will not apply to a member who voted in favor of such action.

Section 3.19 Compensation. All Board members serve voluntarily and without compensation.

ARTICLE IV – OFFICERS

Section 4.01 Title. The officers of IMAG shall be a president, vice president, secretary, treasurer, and such board members, if any, as the Governing Board may require.

- (a) Any two or more offices may be held by the same person, provided that no individual may act in more than one capacity where action of two or more officers is required.

Section 4.02 Term. Each officer shall hold office for the term of two (2) years.

Section 4.03 Term Limit. A board member may serve more than one (1) term in the same office, but no more than three (3) consecutive terms in the same office.

Section 4.04 Qualifications. No employee of IMAG or relative of an employee of IMAG may serve as the president of the governing board; provided that an authorizer may grant an exemption from the provisions of this subsection based upon a determination by the authorizer that an exemption is in the best interest of the charter school.

Section 4.05 Selection. The Board Development Committee shall present a slate of officers to the governing board. All board officers shall be elected.

Section 4.06 Resignation. Any officer may resign at any time by delivering a written resignation to the president of the board. The president may resign by delivering written resignation to the vice president. Such resignation shall be effective upon receipt unless specified to be effective at some later time. To facilitate the election of new officers, the school formally encourages officers intending to resign or decline nomination to provide notice of the officer's intent as much in advance as possible.

Section 4.07 Removal. Any officer may be removed from office with or without cause by an affirmative vote of two-thirds (2/3) of the remaining board members then in office. Any officer being considered for removal shall receive at least two (2) weeks' notice of such proposed action.

and shall have the opportunity to address the board regarding such action prior to any vote on such removal.

Section 4.08 Vacancies. Any newly created board officer positions and any officer vacancies, arising at any time and from any cause, may be filled at any meeting of the governing board in which quorum is present. However, if the number of board members then in office is less than a quorum, the vacancies shall be filled by the affirmative vote of (a) a majority of the board members then in office or (b) a sole remaining board member. An officer so elected shall serve until the next annual meeting and until a successor is elected and qualified.

Section 4.09 Powers. Each officer shall fulfill the requirements outlined in the board-approved officer job description.

- (a) The powers, duties, authority, and limitations of the position of the President shall devolve, temporarily, during any absence or disability of the President, to the Vice-President. The Executive Committee shall resolve any question about the existence or nonexistence of disability on the part of the President.

ARTICLE V – COMMITTEES

Section 5.01 Establishment. The governing board may create and dissolve such standing committees and task forces as it deems necessary for the effective governing of the school.

Section 5.02 Term. Each committee member shall serve a one (1) year term.

Section 5.03 Term Limit. There shall be no limit on the number of terms a committee member may serve.

Section 5.04 Standing Committees. The standing committees of the board shall be the Board Development, Executive, Finance, Facilities, Governance, and Academic Performance.

- (a) Committees and committee members shall fulfill the requirements outlined in the board-approved committee description
- (b) Committees shall not have authority to take legislative or administrative action, nor to adopt policies for the school.
- (c) Committees shall consist of no fewer than (3) members.
- (d) Committees may include non-board members.
- (e) The board president shall be an ex officio member of each committee

Section 5.05 Task Forces. Task Forces may be established by the board president with the affirmative majority vote of the board. Task Forces shall have a charge specific to its permitted activities. Such charge shall include the date of the committee's establishment and dissolution.

Section 5.06 Committee and Task Force Chair. The chairperson of each committee or task force, unless otherwise specified in these bylaws or board policies, shall be appointed by the GB President. It is preferred that each committee chairperson be a current board member. Each committee or task force chairperson shall be accountable to the GB as a whole.

ARTICLE VI – FISCAL POLICIES

Section 6.01 Fiscal Year. The fiscal year shall be from July 1 to June 30

ARTICLE VII – AMENDMENTS

The governing board may amend, add to, make or rescind the bylaws by a two-thirds affirmative vote of the governing board voting-members.

ARTICLE VIII – PARLIAMENTARY AUTHORITY

The rules contained in ROBERT'S RULES OF ORDER, NEWLY REVISED shall govern the governing board in all cases to which they are applicable and are not inconsistent with the Bylaws.

BOARD GOVERNANCE POLICY

RESPONSIBILITIES OF THE IMAG ACADEMY GOVERNING BOARD

I. Responsibilities of the governing board are in accordance with Federal or State law.

II. Additional Responsibilities of the board and/or its committees:

a) Ensures Effective Governance and Accountability

- a. Biennially reviews, facilitates, and approves modification of governing policies.
- b. Semi-annually evaluates student performance based on data assessment to identify areas in need of improvement.
- c. Supports the School Director – Provide on-going guidance and support. Review performance annually

b) Ensures Effective Organizational Planning

- a. Strategic Plans – Develops, annually reviews, modifies, and approves Strategic Plan to assure congruence with school purpose
- b. Calendar – Annually reviews and approves the school's calendar
- c. School Reports – Reviews and, as appropriate, approves reports required by state and federal offices/agencies.

c) Manages and Ensures Adequate Resources

- a. Finances – Approves and supports implementation of annual operating budget.
- b. Policies and Committees – Ensures review, development, and implementation of school policies based upon recommendation of committees. The types and the responsibilities of Committees and Task Forces are outline in Board Governance Policy, Committees.
- c. Fundraising – Ensures support, coordination, and approval of school fundraising.

d) Alignment with School Purpose –

- a. School and Vision Accomplishment - Assures The IMAG Academy operates in accordance with stated school vision and mission statements.
- b. Enhances the School's Public Image - Develops a public relations mantra for all board members to understand. If necessary, the board will designate a public relations point of contact to be responsible for coordinating and promoting ongoing communications to public media and the school community.

e) Assesses the Governing Board Performance

- a. Board Training - Approves funding for and participates in initial board orientation and annual leadership and board training
- b. Performance Review – Annual review of performance objectives and strategic planning goals for the year.

BOARD GOVERNANCE POLICY

PROCEDURES FOR SELECTION OF MEMBERS

I. The governing board (GB) appoints board members.

II. Board Development Committee.

Membership: The President of the governing board annually appoints a standing Board Development committee (BDC). The committee chair is a member of the GB. The committee includes at least one parent, one teacher, one staff member, one at-large member and the School Director.

Responsibilities: The nominating committee is responsible for (a) recruiting and maintaining a pool of candidates for board membership in accordance with criteria and qualifications set forth by the GB in preparing a slate of recommended candidates for open or new positions for appointment by the GB.

The BDC may revise the schedule for the nomination and appointment process. Board members for the coming school year are appointed by June 30.

III. Procedures

- **Nominations from BDC members:** The BDC solicits and receives nominations for the board year-round. Each nominee is required to submit a curriculum vitae and a statement of why he/she is interested in serving. There are no restrictions on the population from which nominees may be selected.
- **Nominations from the community:** For purposes of board nominations, The Academy community is defined as each family having one or more children enrolled, teachers (HSTA bargaining unit 5), employed staff, and GB members. In addition to its own recruitment work, the NC encourages community members to recommend to the BDC nominees (themselves or others) who meet the qualifications for board membership. The BDC will consider community nominations for inclusion in its slate of candidates recommended for appointment by the GB. If a community member wishes to nominate someone for the board, he/she must obtain a statement signed by the nominee of willingness to serve if selected. A community nominee must submit the same information as an BDC nominee. The nomination is submitted electronically (preferably Microsoft Word) to the chair of the BDC at an email address to be determined. Hard copy may be submitted to the Chair of the Nominating Committee, The IMAG Academy, XXXX, HI 96797.
- By February 1, the BDC distributes to the community a Call for Nominations, which includes instructions and deadlines.
- Members of the BDC may be nominees for board membership.
- The BDC gives each nominee a statement of expectations for GB members. The NC may conduct interviews with nominees.

- By May 1, the BDC submits to the GB a slate of candidates for approval and appointment. There will be one candidate for each open or new position.
- By June 30, the GB announces membership for the coming year. The announcement is posted on the website and in the newsletter.
- Terms of office begin with the July GB meeting or July 31 if no meeting occurs. Current board members remain in office until that date.
- Unexpired Terms: Vacancies resulting from unexpired terms are filled by the GB in keeping with The IMAG Academy Bylaws.

QUALIFICATIONS FOR GOVERNING BOARD MEMBERSHIP

In selecting nominees for membership on The IMAG Academy governing board (GB), the Board Development committee (BDC) considers the following qualifications for individual members and for the board as a whole. In addition to meeting all of the individual qualifications, each member may meet one or more of the collective board qualifications. The BDC also strives for diversity in gender and ethnic backgrounds.

Qualifications for individual members:

1. Possesses a commitment to the stewardship of the entire school.
2. Understands that The IMAG Academy plays a significant role in improving public education through the charter school movement in its community, the State of Hawaii, and nationally.
3. Possesses a demonstrated ability to work collaboratively toward common goals.
4. Is willing and able to commit up to eight to ten hours per month, including GB meetings, to governing the school.
5. Possesses skills and/or experience in one or more of the areas designated as collective board qualifications.
6. Is willing to abide by the GB's Code of Ethics.
7. Possesses basic computer skills including email correspondence, word processing (Microsoft Word), and use of the Internet.

The following are the collective qualifications areas of expertise for the Board.

1. Governance, program or project management
2. Non-profit administration
3. Financial management
4. Educational leadership
5. Labor relations
6. Contract development, negotiations, and execution
7. Human resource management
8. Marketing, public relations, and/or communications
9. Funds development and/or fundraising
10. Law or legal affairs
11. Strategic planning
12. Policy making
13. Facilities management

COMMITTEES

The purpose of committees is to make recommendations to the governing board. Committees may take such actions as their members deem necessary to develop recommendations.

1. Standing Committees

Standing committees are permanent committees that relate to the ongoing governance of the school. Standing committees include but are not limited to the following:

1. Academic Performance	2. Finance/Funds	3. Executive
4. Governance	5. Facilities	6. Board Development

2. Task Forces

Task Forces are established from time to time for specific purposes and are disbanded when they have fulfilled their purpose.

3. Written Description

A committee shall maintain a written description of its purpose, composition, and responsibilities. Description will be maintained by the board secretary.

4. Membership

Committee members and chairs are annually appointed by the governing board on the basis of their expressed interest and/or expertise. Members may be from represent a number of stakeholders; teachers, staff, parents, and the community. If possible, one board member shall serve on each standing committee. Persons may withdraw from a committee by written notice to the governing board. Members who fail to participate in a productive manner may be removed by the governing board.

5. Responsibilities of Committee Chairpersons to the Governing Board

A committee chairperson has certain responsibilities to the board:

- Communicates committee recommendations to the board
- Ensures written committee activity report is delivered to members as prescribed by the board so members may review it before the monthly board meeting
- Directs the committee to carry out board directives
- Schedules, conducts and ensures accurate notes (decisions & recommendations) are kept of meetings
- Prepares an annual committee report for the board

6. Committee Meetings

Meetings are scheduled in advance throughout the school year or as needed.

Committee meetings are open to observers. Committee chairpersons may allow observers to contribute to the discussion. Only committee members may vote. Meetings will be documented by minutes.

A vice-chair or appropriate designee may carry out the functions if the chair is unable to do so.

Attachment V

Statement of Assurances

Please print this form, and initial each item in the box provided. The form must be SIGNED by an authorized representative of the school.

The charter school governing board agrees to comply with all of the following provisions, specifically, if approved the school:

- ☒ will operate in compliance with all applicable state and federal laws, including, but not limited to, HRS Chapter 302D;
- ☒ will operate as a public, nonsectarian, non-religious public school with control of instruction vested in the governing board of the school under the general supervision of the Commission and in compliance with the Charter Contract and HRS Chapter 302D;
- ☒ will operate in accordance with and comply with all of the requirements of collective bargaining agreements, pursuant to HRS Chapter 89, and negotiate any supplemental agreements necessary;
- ☒ will, for the life of the Charter Contract, participate in all data reporting and evaluation activities as requested by the U.S. Department of Education and the Hawaii Department of Education, including participation in any federal or state funded charter school evaluations or studies, final grant report documentation, and financial statements;
- ☒ will provide special education services for students as provided in Title 49, Chapter 10, and Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and Part B of the Individuals with Disabilities Education Act;
- ☒ will ensure that a student's records and, if applicable, a student's individualized education program, as defined in Section 602(11) of the Individuals with Disabilities Act, will follow the student, in accordance with applicable law (P.L. 107-110, section 5208);
- ☒ will comply with all provisions of Elementary and Secondary Education Act, including, but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act, and assessments [P.L. 107-110];
- ☒ will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services, including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;
- ☒ will adhere to all provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
- ☒ will ensure equitable program participation, as required under Section 427 of the General Education Provision Act;
- ☒ will follow any federal and state court orders in place in the local school district;
- ☒ will comply with federal and state applicable health and safety standards;

- ☒ will permit the Commission to audit, review, and inspect the operator's activities, books, documents, papers, and other records;
- ☒ will comply with all federal and state audit requirements and ensure that arrangements have been made to finance those mandatory audits;
- ☒ will employ individuals to teach who hold a license to teach in a public school in Hawaii or meet the minimum requirements for licensure as defined by the State Board of Education;
- ☒ will operate on a July 1 to June 30 fiscal year and will adopt and operate under an annual budget for such fiscal year;
- ☒ will maintain its accounts and records in accordance with generally accepted accounting principles;
- ☒ will prepare and publish an annual financial report that encompasses all funds and includes the audited financial statements of the charter school; and
- ☒ will read, understand, and agree to comply with all parts of the Charter Contract, including, but not limited to, the performance standards and requirements established by the Charter Contract and attached performance framework.

Certification

Name of Proposed School: The IMAG Academy

Name of Authorized Representative:

Sheila Buyukacar

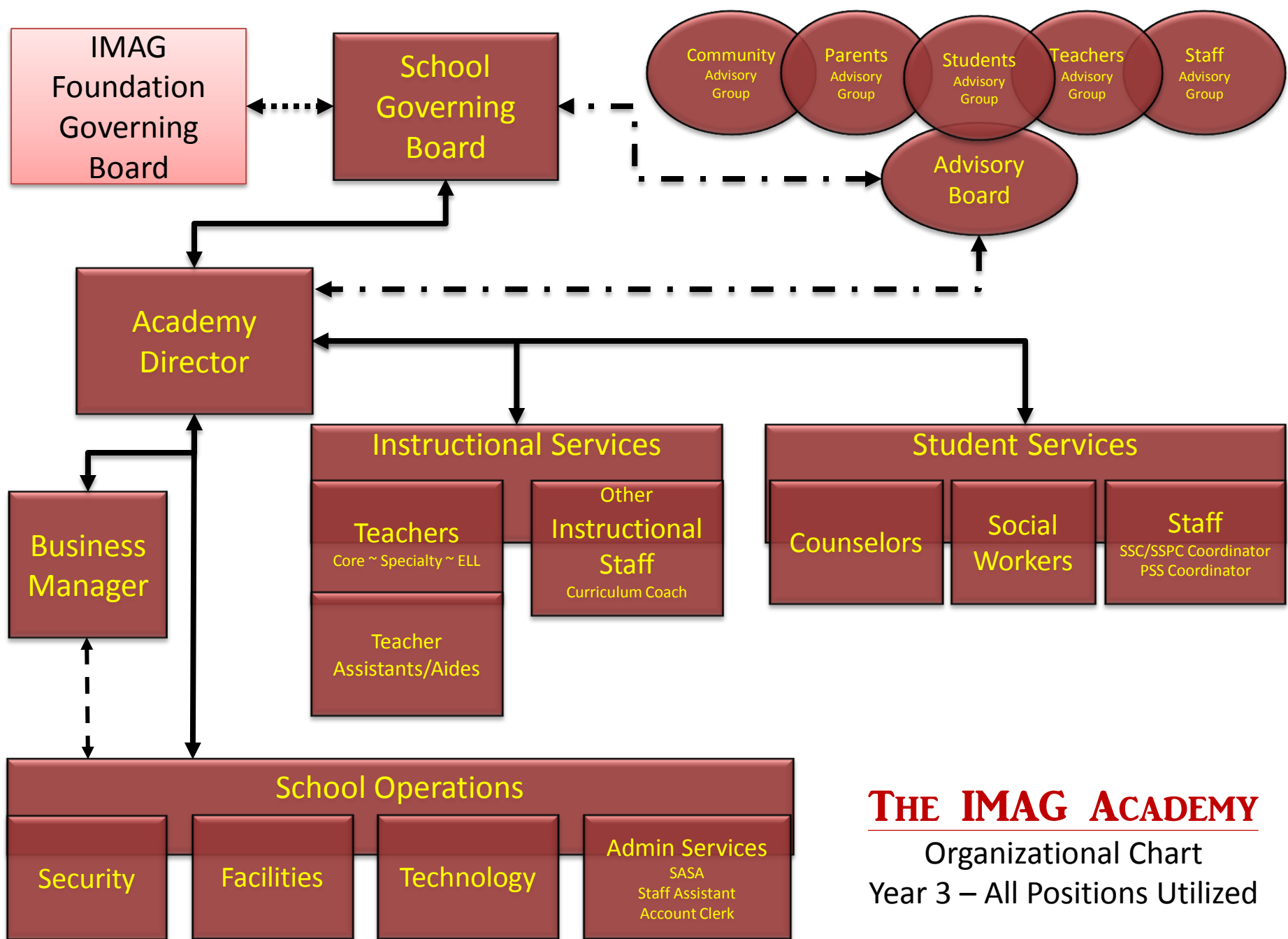
I, the undersigned, do hereby agree to the assurances contained above.



February 10, 2015

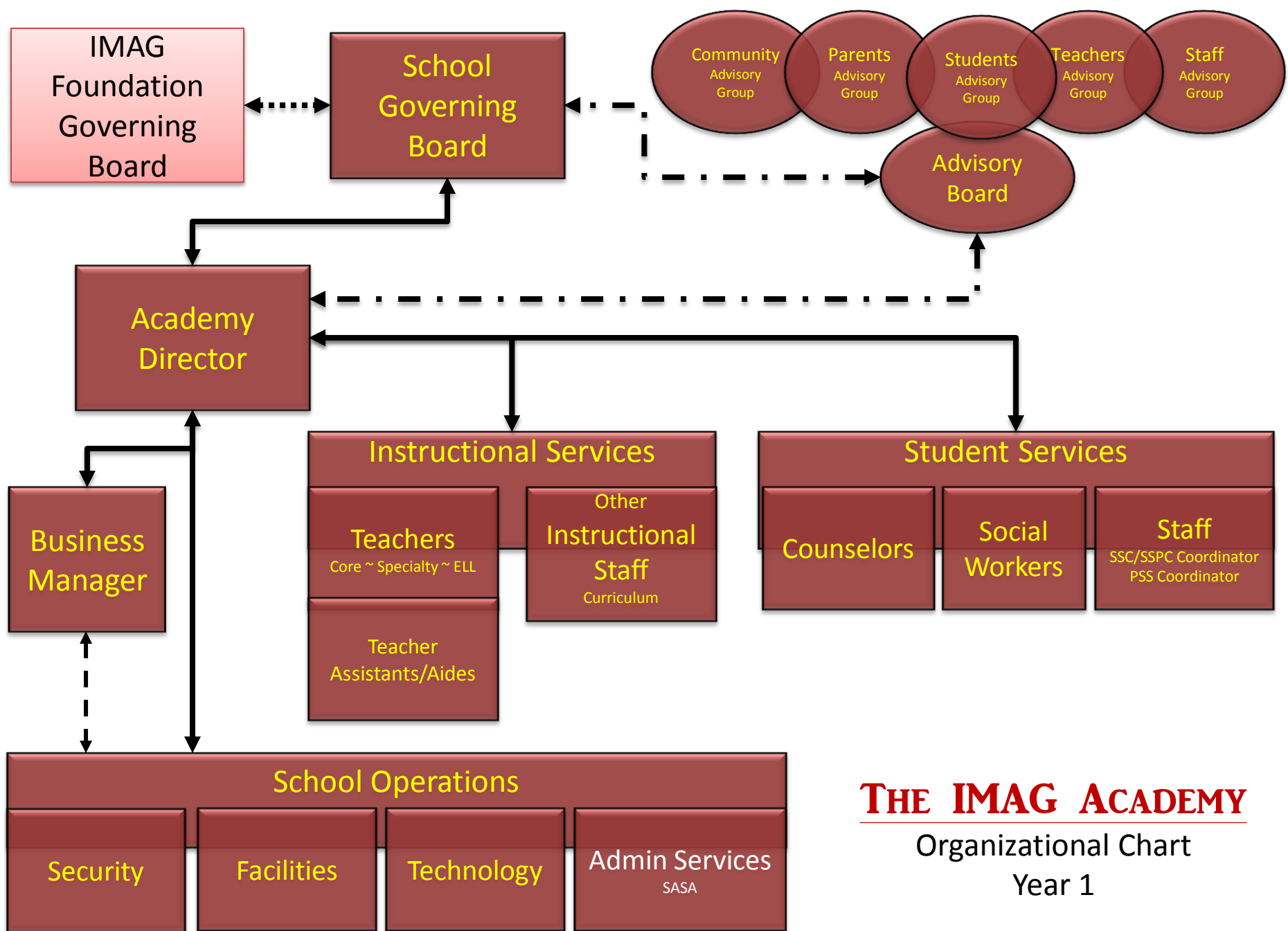
Signature of Authorized Representative

Date



THE IMAG ACADEMY

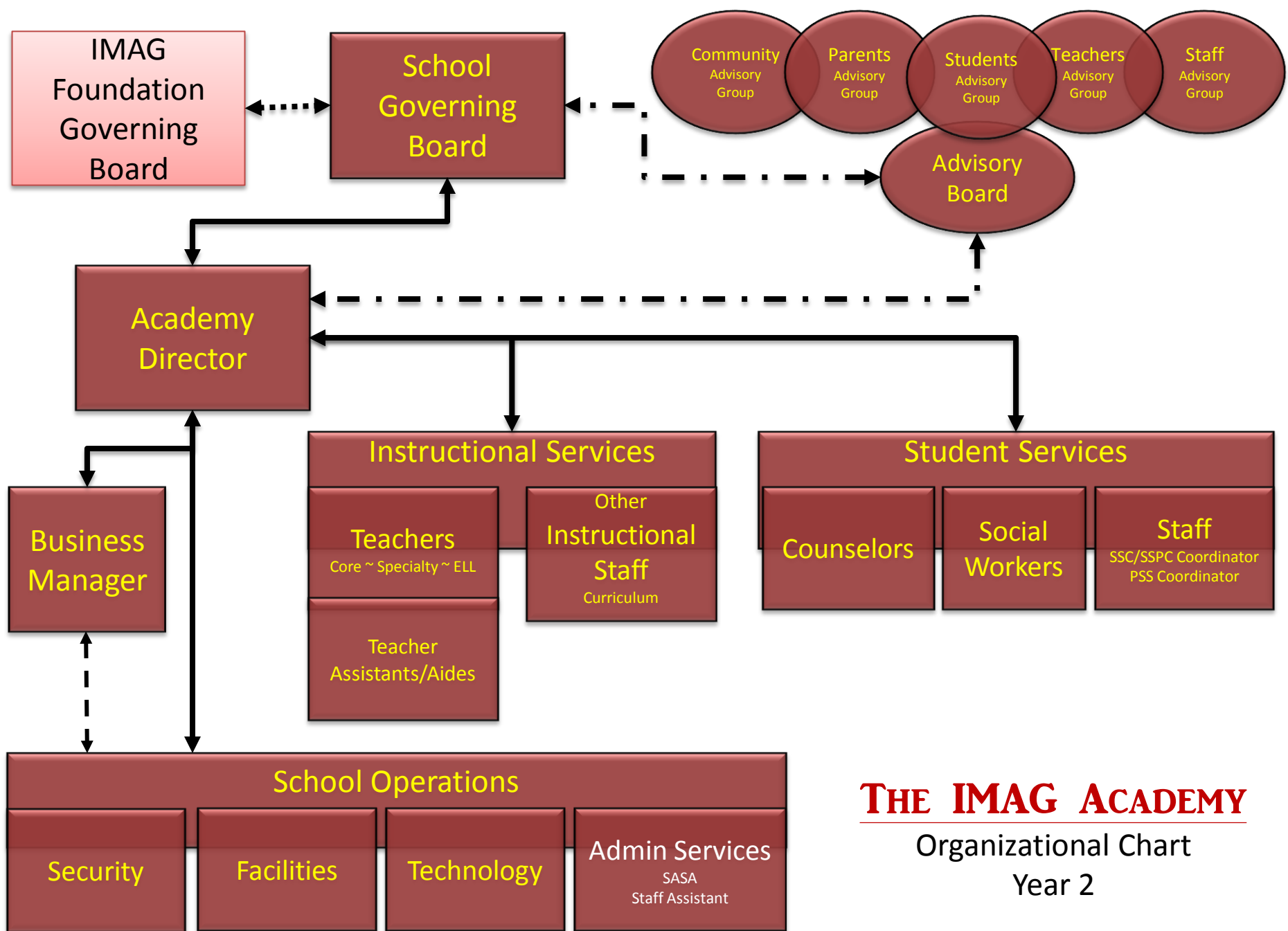
Organizational Chart
Year 3 – All Positions Utilized



THE IMAG ACADEMY

Organizational Chart

Year 1



THE IMAG ACADEMY

Organizational Chart

Year 2

hanlan bowler

98-742 Keikialii St./ Aiea / HI / 96701

(808) 349-7452 / hanlan.bowler@gmail.com

PROFILE

Dependable problem solver that is organized, and flexible
Innovative educator who is experienced working with diverse populations
Dedicated team leader that is able to work as a cooperative member and independently
Clear communicator experienced in building relationships with communities
Intentional thinker who is able to multi-task and work with deadlines

EXPERIENCE

Student Teacher Supervisor, Grand Canyon University, College of Education 2014-2015

- Monitored, mentored and evaluated student teachers candidates. Facilitated
- Meetings, observations and evaluations with cooperating teachers and administrators.

Science, Technology, Engineering and Mathematics (S.T.E.M.)

Resource Teacher, 'Aiea Elementary, Dept. of Education, Hawaii

2012-2014

- Instructed and coordinated grade level projects for students grades K-6th
- Created and implemented S.T.E.M. curriculum aligned with Hawai'i Content and Performance Standards (HCPS III)
- Collected and reported data on campus flora and fauna using GPS in Project Noah and Microsoft Office
- Planned and Designed a Pacific Rim garden featuring native plants of Hawai'i
- Monitored and maintained vermicomposting and aquaponics systems

Garden Educator, Waimea Elementary, Dept. of Education, Hawaii

2010-2012

- Designed and constructed a Natural Outdoor Learning Environment
- Created and implemented garden curriculum aligned with Hawaii Content and Performance Standards (HCPS III)
- Coordinated the planting of an edible garden with students in grades pre K-5th

Conservation Team Leader, Kupu, Hawaii Youth Conservation Corps, Hawaii

2010

- Managed youth team in working with US Fish and Wildlife Service (USFWS)
- Assisted the USFWS in predator monitoring and restoration projects within the National Wildlife Refuges Complexes.
- Worked with Kaho'olawe Island Restoration Commission (K.I.R.C) in implementing soil conservation projects and designing native garden landscape.

Classroom Science Teacher, Montgomery Middle and High, California **1997-2010**

- Managed science instruction, curriculum and assessment for 165 students
- Implemented successful teaching, learning, and assessment strategies
- Coordinated service learning projects to improve school & community issues
- Coached colleagues and participated in professional learning communities
- Established a school garden program and a farm to school partnership

EDUCATION

- **Master's in Education**, emphasis in Curriculum and Instruction, National University **2001**
- **Bachelor's in Science**, Nutritional Science, Pepperdine University **1996**

LICENSURE

- **Hawaii Teacher Standards Board License** in Science and Health **2011-current**
- **California Single Subject Credentials** in Chemistry General Sciences and Health Science **1999-current**
- **Certificate** in Cultural Language Academic Development **1999**
- **Certificates** in C.P.R, First Aid, Open Water Diving and Coaching Soccer **current**

Board Member Information

To be completed individually by each proposed school governing board member.
All forms must be signed by hand.

Background

1. Name of charter school on whose governing board you intend to serve: **IMAG Academy**
2. Contact information:
Name: **Hanlan Bowler**
Phone: **(808) 349-7452**
E-mail: **Hanlan.Bowler@gmail.com**
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
X Resume and professional bio are attached to this form.
☐ Resume and professional bio are attached elsewhere in the application: _____
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization. ☐ Does not apply to me **X Yes**
5. Why do you wish to serve on the governing board of the proposed charter school? **I believe in IMAG Academy's mission, vision, core values and providing other viable educational opportunities to students, their families, and the community.**
6. What is your understanding of the appropriate role of a public charter school governing board member?
The role of a public charter school governing board member is to provide leadership that supports the school as it grows and develops. Each board member must effectively promote the school's vision and mission. They need to set sound policies, build relationships and maintain professionalism. It is necessary that members evaluate decisions, oversee finances, and other school operations for the school's future.
7. Describe any previous experience you have that is relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. **I feel confident in serving on the IMAG Academy's governing board because of my volunteer and work experiences. For the past sixteen years, I have taught at the primary and secondary education levels as well as supervised student teachers. During this time I worked with culturally diverse and disadvantaged populations. While working I also volunteered for five years on eXcel Youth Zone's governing board (non-profit organization, which provided community service-learning programs to students in schools and communities).**
8. Describe the specific knowledge and experience that you would bring to the governing board. **I can share knowledge in educational leadership, teaching and learning, curriculum design, instruction, and assessment. An experience that I can share is serving on a governing board for a non-profit organization.**

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?
IMAG Academy will be a school that focuses on students' strengths and potentials while adhering to strong academic standards and high social values.
2. What is your understanding of the school's proposed academic plan?
The IMAG Academy will use project based learning. The students will master the common core standards through projects that integrate standards, their interests, provide real world relevance, with social-emotional development.
3. What do you believe to be the characteristics of a successful school?
In my opinion, the characteristics of a successful school are many, but most noteworthy are; positive communication, effective leadership, thoughtful planning, preparation and reflection and active participation of stakeholders.
4. How will you know that the school is succeeding or is not succeeding in its mission?
The success of the IMAG Academy will be told by measuring the students' academic achievement, personal growth and establishing a positive culture in the community.

Governance

1. Describe the role that the governing board will play in the school's operation.
The role of the governing board will provide leadership, oversight, and support to the school as it grows and develops.
2. How will you know if the school is successful at the end of the first year of operation?
The school will be successful in the year's end, if it begins to accomplish the objectives set forth in the mission and vision statements.
3. How will you know at the end of five years if the school is successful?
Success can be measured in many way, but over five years of time I would expect concrete evidence in the school and community of the vision and mission statements.
4. What specific steps do you think the governing board will need to take to ensure that the school is successful?
The governing board will need to ensure continuous and careful planning, preparation, support, and reflections. They also will need to set sound policies, build relationships within the school and community and maintain professionalism. To ensure the school's future success, board members must evaluate their decisions, oversee finances, and school operations.
5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?
If I suspected one or more governing board members is conducting unethical practices, I would notify and provide the evidence to the Hawaii State Public Charter School Commission and the Hawaii Department of Education's Fraud and Ethics hotline.

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I/we do not know these individuals **X Yes, Cheryl Cudiamat is the mother of a player on a soccer team I coach.**
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
X I/we do not know any such employees ☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and

describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

X I/we do not know any such persons ☐ Yes

4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

X I/we do not anticipate conducting any such business ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.

X I/we do not know any such persons ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.

☐ N/A. **X I/we have no such interest** ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☐ N/A **X I/we or my family do not anticipate conducting any such business** ☐ Yes

8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

X Does not apply to me, my spouse or family ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.

X None ☐ Yes

Certification

I, **Hanlan Bowler**, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect.

Bowler
Signature

3/1/15
Date

CHERYL RAMOS CUDIAMAT

98-896 Ainanui Loop
Aiea, Hawaii 96701
Phone: 808.387.5602
Email:
president@structuralhawaii.com
ceo@keikicarehawaii.com

OBJECTIVE

To become a managing business executive in a successful Hawaii firm.

QUALIFICATIONS

Three words that best describe me are: positive, ambitious and compassionate. I highly value education for I am a quick learner and enjoy challenges. In all that I do, I ensure that it is the most efficient and organized and I always place the customer, internal or external, as the number one priority.

EDUCATION

- 2000-2001 Masters Degree in Business Administration, Concentration in Marketing; Magna Cum Laude graduate at Chaminade University of Honolulu
- 1997-1999 Bachelors Degree in Business Administration; Magna Cum Laude graduate at Chaminade University of Honolulu

EMPLOYMENT

- 2011-Present *Chief Executive Officer – **Structural Builders Hawaii, Inc.***
- Oversees the financials and administration for the firm
- 2008-Present *Chief Executive Officer & Director – **Keiki Care Center of Hawaii, Inc.***
- Oversees and manages preschool operations
- 2007-Present *President – **Structural Hawaii, Inc.***
- Oversees the financials for the firm, and manages accounts payables and receivables accounts to ensure a stable cashflow
 - Assists in developing contract proposals for prospective projects
 - Ensures human resources/personnel requirements per State and Federal standards are met
 - Develops programs to improve efficiency of operations
 - Develops marketing initiatives to constantly promote company
- 2003-2007 *Administrative Officer – **City & County of Honolulu, Emergency Medical Services (EMS) Division***
- Assisted Chief of EMS on all administrative matters
 - Developed budget spreadsheets for divisions' spending analysis (Handled a \$30M budget)
 - Oversaw division's expenses and coordinated vendor bid forms
- 2003 *Products, Operations, Services, and Technological Specialist – **Bank of Hawaii, Corporate Office***
- Analyzed in-store branch operations for efficiency
 - Developed training manuals for teller operations
 - Coordinated training sessions for deployment of new teller software

- 2002 *Legal Assistant – Leu, Okuda and Leu, Attorneys-at-Law*
- Developed documents in the foreclosing process of mortgages
- 2002 *Tutor, **WizKids Learning Center***
- Taught students grades K-12 supplemental educational tools in math and reading
- 2000-2002 *Owner Services Coordinator, **Aston Hotels & Resorts Hawaii***
- Developed and trained benefit programs and policies to all properties
 - Promoted properties to increase ownership database
 - Edited and designed monthly condominium news publications
 - Processed management contracts and owner reservations
- 1997-1999 *Customer Services Associate, **Office Depot, Inc.***
- Primarily performed sales transactions

VOLUNTEER EXPERIENCE

- 2010-Present **Rotary Club of Pearl Ridge, Member**
- 2002-Present **Honolulu Filipino Junior Chamber of Commerce, Member**
- 2013 U.S. Jaycee Lifetime Ambassador Award
- 2008 *Chairwoman of the Board*
- 2007 *President*
- Awards
 - Received Outstanding President Award for the First, Second and Third Trimesters
 - Obtained the #1 Jaycee Chapter Award amongst the Hawaii State Jaycees (First time ever for the Honolulu Filipino Junior Chamber of Commerce)
- 2004 *Treasurer*
- Awards
 - Received Outstanding Administrative Support Award for the First, Second and Third Trimesters
- 2002-2003 **Positive Connections, Inc., Board of Director**
- 2001-2006 **American Cancer Society, Early Detection Committee, Member**

HONORS

- 1998-Lifetime **Delta Epsilon Sigma, National Honor Society**
- 1997-Lifetime **Delta Mu Delta, National Honor Society**
- 1997-2001 **Chaminade University of Honolulu, Dean's List**

PROFESSIONAL HONORS

- 2009 **Pacific Business News, Businesswoman of the Year, Finalist**
- 2009 **Pacific Business News, Fastest 50 Companies** (Structural Hawaii, Inc. – 19th Ranking)

INTERESTS AND ACTIVITIES

Spending time with family (mother of four children), cooking and baking, singing, acting, reading classic novels, listening to classical music, and writing poetry.

Board Member Information

To be completed individually by each proposed school governing board member.

All forms must be signed by hand.

Serving on a public charter school governing board is a position of public trust and fiduciary responsibility. As a governing board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its Charter Contract.

As part of the application for a new charter school, the Commission requests that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage governing board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background

1. Name of charter school on whose governing board you intend to serve:
IMAG Academy
2. Contact information:
Name: **Cheryl R. Cudiamat**
Phone: **808-387-5602**
E-mail: **ceo@keikicarehawaii.com**
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
☒ Resume and professional bio are attached to this form.
☐ Resume and professional bio are attached elsewhere in the application: _____
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
☒ Does not apply to me ☐ Yes
5. Why do you wish to serve on the governing board of the proposed charter school?
With the understanding of childhood development, in that no child is the same and that they all may develop at different paces as well as learn through different teaching methods, then it goes to reason that there should be ideally, different public schools available for parents to choose from. It would be ideal, especially for those children that may need the extra help and attention, to be in a smaller classroom environment, than that of the regular public school. And not all families may have the financial means of course to afford a private school, which typically would foster the smaller classroom environment. Therefore, I look forward being a part especially of IMAG Academy that would foster this ideal.
6. What is your understanding of the appropriate role of a public charter school governing board member?
To ensure that the school is fulfilling its mission and vision as declared to the Commission and to its families enrolled at the school, and to ensure that every dollar received is used appropriately and efficiently for the sake of the children and the future

growth of the school.

7. Describe any previous experience you have that is relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I currently own and am the Director for Keiki Care Center of Hawaii, Inc., a preschool which we founded due to the sudden closure of St. Timothy's Children's Center in 2008. We are currently in our seventh school year and have grown substantially since the beginning.

8. Describe the specific knowledge and experience that you would bring to the governing board.

I have attained my MBA from Chaminade University of Honolulu, with an emphasis in Marketing. I not only bring to the Board, experience specifically in running a school operations and finances, but also in general business administration, which encompasses marketing, human resources, etc.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?

I understand the mission of IMAG is to provide smaller classroom environments, that will help better prepare them to be community-minded, good citizens, who will be successful not only in school, but also in life and their future career.

2. What is your understanding of the school's proposed academic plan?

The curriculum shall follow the International Baccalaureate World Schools, which many schools around the world are quickly turning to. Similarly to what was written in number one, it is the curriculum that will help develop the child as a whole, and to be mindful on a global basis, versus just on a U.S.-minded level.

3. What do you believe to be the characteristics of a successful school?

As with any organization, the number one aspect for a successful school is to have constant and good communication with its families and staff. And overall, a characteristic of a successful school is one that produces overall, happy children, who look forward to learning and being involved in the community.

4. How will you know that the school is succeeding or is not succeeding in its mission?

Similar to what was written in number 3, happy children and happy parents is the best "report card" per se, in knowing if the school is meeting its mission. The true success may not be truly seen until the first graduating class completes college and leads a successful career, and to still be involved in the community, is a strong indicator at least, that the mission is being met.

Governance

1. Describe the role that the governing board will play in the school's operation.

The board should be comprised of various expertise that would be conducive to running a viable and successful school/organization (i.e. legal, finance, school operations, etc.). The board should be involved in all communications to be able to "chime" in and share their thoughts, so that the best and sound decisions can be made for the best interest of the school and its students. So in other words, the board will be like the "CEO" of a company and dictate the overall direction and policies of the school, whereas the administration of the school enacts out those policies and actually runs the school on a day-to-day basis.

2. How will you know if the school is successful at the end of the first year of operation?

One marker I would gauge a successful school, is the continuation of enrollment of its children. If all or most of the children continue on with the school, then that is definitely a positive indicator. I would

recommend a survey to be conducted, especially during and after its first year, for all parents and staff, and probably students, to complete as well.

3. How will you know at the end of five years if the school is successful?
Similarly to number 2 above, but also the steady trend in increased enrollment.
4. What specific steps do you think the governing board will need to take to ensure that the school is successful?
Continued marketing of the school's mission and vision, since some school environments are more advantageous than others, to reach a child's maximum potential. There is no all-in-one school that is the best fit for all, but a smaller school setting does prove in general, to be a better fit for children, since the child is able to get more individualized attention.
5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?
Immediate attention following the procedures of the board, which may be to bring the attention to the head of the board even if a meeting is not already scheduled, firstly would be done. Anything unethical or not in the best interest of the school should be handled appropriately and expeditiously, since if the image of the school gets tarnished negatively in any way, then the continued existence of the school may be in jeopardy.

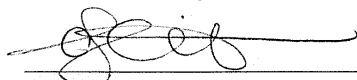
Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
☒ I/we do not know these individuals ☐ Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I/we do not know any such employees ☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I/we do not know any such persons ☐ Yes
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I/we do not anticipate conducting any such business ☐ Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☒ I/we do not know any such persons ☐ Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
☒ N/A. ☐ I/we have no such interest ☐ Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☒ N/A ☐ I/we or my family do not anticipate conducting any such business ☐ Yes

8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family ☐ Yes
9. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.
☒ None ☐ Yes

Certification

I, Cheryl R. Cudiamat, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect.


Signature

March 5, 2015
Date

JOSEPH A. EVANS

47-181 D Hui Akepa Place, Kaneohe, HI 96744 | (808) 753-4518 | jaehawaii@gmail.com

SENIOR-LEVEL ACCOUNTING & FINANCE MANAGER

Financial Management | Financial Evaluation | Project Controllership

Executive leader with expertise in all facets of financial management, accounting, financial analysis, and controllership. Skilled in collaborating and motivating cross-functionally in order to achieve financial objectives. Instrumental in improving investment processes through analysis, budget development, and workplace adaptability. Demonstrated value in efficient prioritization, utilizing internal controls, and fiscal analysis.

AREAS OF EXPERTISE

- | | | |
|-------------------------------|---------------------------------|-------------------------|
| ▪ Accounting | ▪ Risk Management | ▪ Team Management |
| ▪ Audit Processes | ▪ Cost Allocation | ▪ GAAP Implementation |
| ▪ Strategic Planning/Analysis | ▪ Financial Reports / Budgeting | ▪ Portfolio Development |

PROFESSIONAL EXPERIENCE

K12, INC. / HTA Honolulu, HI 2008- 2015
Business Manager

Administer company financial and accounting policies for chartered schools in the western U.S. territory. Responsible for corporate accounting, financial analysis, budgeting, auditing workplace policies and procedures and properly documenting audit findings. Interprets budget through preparing financial reports on expenditures, receipts, and profit and loss.

- Renovated school management structure by designing cost allocation methodologies, accounting and financial systems, and forms management.
- Spearheaded the development and implementation of financial policies and procedures manual that aided in improving internal controls. This model is currently implemented in charter schools in the western U.S.
- Managed planning, tracking, analysis, budgeting, and revenue projection processes using thorough business acumen.

CHILD CARE LINKS, INC., Pleasanton, CA 2000-2007
Chief Financial Officer

Independently conducted corporate budgets for 3 offices and 9 cost centers with revenues up to \$35 million. Directed all corporate accounting, fund management, and financial analysis activities. Oversaw Accounting and Information Systems staff consisting on 8 employees.

- Initiated hardware/software upgrade for cost-effective accounting and financial reporting processes.
- Negotiated contract increases of \$5 million, leading to increased cash flows. Negotiated lines/ letters of credit up to \$6 million, optimizing business expansion.
- Launched cost allocation methodology and new financial controls to improve financial data integrity.

EVANS FINANCIAL CONSULTING, Honolulu, HI 1991-2000
President and Consultant

Independently provided investment advisory services and business budgeting/forecasting strategies to clients. Analyzed accounting operations structure and produced internal/external auditing procedures. Designed budgeting, cash flow, and accounting systems.

- Accelerated client portfolio growth through modifying investment advisory agreements and portfolio management documentation.
- Coordinated successful membership conferences by mentoring and training company executives on accounting processes, group purchasing, and cash flow analysis used to reduce costs and increase revenues.

ADDITIONAL EXPERIENCE

SHEARSON LEHMAN/ LEHMAN BROTHERS, Orlando, FL
Investment Analyst

- Evaluated industries and organizations to develop investment recommendations and maintain databases.

SOUTHEAST BANK, NA, Tampa, FL

Corporate Banking and Investment Analyst

- Oversaw \$50 million bank loan portfolio through strategic financial planning and directing credit processes.

EDUCATION & CREDENTIALS

Bachelor of Science, Marketing/Finance, Florida State University Tallahassee, FL

Board Member Information

To be completed individually by each proposed school governing board member.

All forms must be signed by hand.

Serving on a public charter school governing board is a position of public trust and fiduciary responsibility. As a governing board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its Charter Contract.

As part of the application for a new charter school, the Commission requests that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage governing board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background

1. Name of charter school on whose governing board you intend to serve: IMAG Academy
2. Contact information:
Name: Joseph A. Evans
Phone: 808.753.4518
E-mail: jaehawaii@gmail.com
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
☒ Resume and professional bio are attached to this form.
☐ Resume and professional bio are attached elsewhere in the application:
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
☒ Does not apply to me ☐ Yes
5. Why do you wish to serve on the governing board of the proposed charter school?
Focus on education; make a difference and community service; bring experience and support to the organization.
6. What is your understanding of the appropriate role of a public charter school governing board member?
Provide oversight of operations; respond to any legal and financial related matters; ensure policies and procedures are implemented and adhered to; hire Executive Director (Principal) and conduct performance evaluations; participate on committee(s).

-
7. Describe any previous experience you have that is relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have worked for non-profit organizations for quite some time and with board members / Audit & Finance committees, as well as presenting financial information to same. Second, I have been a consultant or employee in the public charter school network for 6 ½ years. Finally, I have coordinated meetings and strategic planning groups in the banking and investment arenas.
 8. Describe the specific knowledge and experience that you would bring to the governing board.
My previous work experience and qualifications include an extensive background in Finance, Accounting, Investments, Budgeting and Strategic Planning with profit and non-profit entities. I am highly organized, detailed-oriented, focused, trustworthy, open-minded and ethical. I am confident to add value to the future success of IMAG Academy and any future affiliated organizations / relationships.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?
Provide a small, family-like environment to prepare mindful citizens capable in excelling in college, career and life through creating a continuum of experiences where the strengths and potential of the individual and community can flourish.
2. What is your understanding of the school's proposed academic plan?
Students will build upon content subject area knowledge and skills through community based value added projects where students will be able to apply the methods of business, arts, science and engineering (V-Base).
3. What do you believe to be the characteristics of a successful school?
As school that helps students build character, respect, trust and acceptance.
4. How will you know that the school is succeeding or is not succeeding in its mission?
By having a board, administration and staff which collaborates, monitors activities and celebrates successes.

Governance

1. Describe the role that the governing board will play in the school's operation.
Leadership and control of the school. This includes, but is not limited to, Board appointments, Strategic Plan approvals, Budget and Funding approvals, significant expenditure approval, and annual review of the schools policies, procedures, and internal controls.
2. How will you know if the school is successful at the end of the first year of operation?
Measuring the outcomes of the strategic plan originally put in place, both academic and financial, as well as maintaining the mission and values of the school.
3. How will you know at the end of five years if the school is successful?
Success of student academics (as measured against school and government criteria), financial stability of the school and positive feedback from parents, community and staff.

4. What specific steps do you think the governing board will need to take to ensure that the school is successful?
Making all persons affiliated with the school (board, administration, staff and parents) accountable, maintain overall responsibility for the schools system of internal control and for annually reviewing its effectiveness.
5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?
Bring the matter to the attention of the whole board, define the unethical behavior, discuss options to alleviate the problem, check legal considerations, and then take immediate action including removal of the board member.

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
☒ I/we do not know these individuals ☐ Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I/we do not know any such employees ☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I/we do not know any such persons ☐ Yes
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I/we do not anticipate conducting any such business ☐ Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☐ I/we do not know any such persons ☒ Yes
If the school contracts with K12, Inc., I know employees of that organization.
6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A. ☒ I/we have no such interest ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A ☒ I/we or my family do not anticipate conducting any such business ☐ Yes
8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family ☐ Yes
9. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.
☒ None ☐ Yes

Certification

I, Joseph A. Evans, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect.

Signature  Date 3/4/2015

Keoni K. Inciong

94-1108 Hilihua Place

Waipahu, HI 96797

(808) 735-4543; email: keonii@me.com

Objective: Board of Directors, IMAG

Education

Masters of Education in Administration, Instruction and Curriculum from Gonzaga University, Spokane, Washington, August 1997.

Professional Diploma in Foreign Language Secondary Education - Hawaiian Language Specialist from the University of Hawai'i @ Mānoa, August 1984.

Bachelor of Arts degree in Hawaiian Language from the University of Hawai'i @ Mānoa, August 1983.

High School Diploma from the Kamehameha Schools, 1979.

Professional Experience

Administrator for Hawaiian education programs Office of Hawaiian Education, Superintendents Office – Department of Education – Recent re-organization (January 01, 2015). Provide leadership for Hawaiian education programs, supervise and support educational specialist and resource teachers and clerical in the section. Hawaiian education programs: Hawaiian Language Immersion Program, Hawaiian Studies Program, and Pihana Nā Mamo. Collaborate with community Hawaiian education agencies and partners who have vested interest in Hawaiian education.

Administrator for the Hawaiian Education Programs Section (HEPS) – Department of Education – Office of Curriculum, Instruction, and Student Support (OCISS)/Curriculum Instruction Branch (Feb. 01, 2007-present). Provide leadership for HEPS, supervise and support educational specialist and resource teachers and clerical in the section. HEPS programs: Hawaiian Language Immersion Program, Hawaiian Studies Program, Pihana Nā Mamo, and Kahua (DOE teacher Induction program). Collaborate with community Hawaiian education agencies and partners who have vested interest in Hawaiian education.

Educational Specialist for the Hawaiian Language Immersion Program (HLIP) - Department of Education -OCISS/Instructional Services Branch (Feb. 01, 2001-Feb. 01, 2007). Program manager for HLIP including curriculum development and maintenance of the statewide program in general. Supervise 3 HLIP Resource Teachers.

Teacher - Department of Education - Eschool (2000). Develop and teach an 8th grade online health/guidance course relating to Hawaiian culture in the Hawaiian and English languages.

Lead Teacher - The Kamehameha Schools Safe and Drug Free Program, "E Ola Pono" (Summers-1998, 1999, 2000) @ Kapa'a Middle School. Developed a supplemental curriculum guide for the E Ola Pono Summer Program. Teach healthy safe and drug free living through Hawaiian concepts.

Hawaiian Language Immersion Teacher - Department of Education, Kapa'a High & Intermediate School (1996-1997), Kapa'a Middle School (1997-1998), Kapa'a High School (1998-Fall 2000). Develop program curriculum and teach social studies, mathematics, science, music, English Language Arts, and Hawaiian Language Arts.

Reading/Social Studies Teacher - The Kamehameha Schools (Jan. 1990-1996). The Kamehameha Schools Intermediate Reading Program (KSIRP)-Community Education Division. Site reading teacher at Kapa'a High & Intermediate School. Teach for Hawaiian Monarchy and Reading Enrichment to 7th graders. Develop/update curriculum. Assess reading levels and build students' reading skills.

Instructor - Hui Na'auao, Kaua'i Island Council (1993-1995). Community workshops and curriculum development on Hawaiian sovereignty education.

Lecturer - Kaua'i Community College (1985-Fall 2000). Teach Hawaiian Language 020-021, 101-102, 201-202, Music 107 (Hawaiian Choral Singing) and History of Hawaiian Music.

Teacher - Department of Education-Kaua'i High & Intermediate School (1984-Jan. 1990). Teach social studies, Hawaiian Studies, Hawaiian History, and Hawaiian Language-grades 7-12.

Highlights of Related Experience

- Created curriculum guide for summer school for the Kamehameha Schools Safe and Drug Free E Ola Pono program
- Led the development and published the program guide for HLIP, 2004
- Hawaiian Studies Program Guide, 2014 (revision)
- Organized and collaborated with the State Test Development Section the development of the Hawaii Aligned Portfolio Assessment (HAPA)
- Participated and facilitated various focus/work groups for HLIP and State initiatives
- Organized and participated in school level and community level meetings
- Created a program guide for HLIP at Kapa'a High School
- Developed and translated curriculum into Hawaiian for Project Kāhealoko (fishpond project)-secondary level
- Published monthly newsletters for Kapa'a High School HLIP
- Presenter for E Kanikapila Kākou (Kaua'i) on various Hawaiian song genre
- Presenter for Kamehameha Schools lecture series (Kaua'i and O'ahu)-Kaua'i Songs and History
- Worked on various committees and programs developing curriculum and training
- School Board St. Catherine's School, Kapa'a
- Native Hawaiian Education Council, Kaua'i Board

Board Member Information

To be completed individually by each proposed school governing board member.

All forms must be signed by hand.

Serving on a public charter school governing board is a position of public trust and fiduciary responsibility. As a governing board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its Charter Contract.

As part of the application for a new charter school, the Commission requests that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage governing board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background

1. Name of charter school on whose governing board you intend to serve: IMAG Academy
2. Contact information:
Name: Keoni K. Inciong
Phone: 808-735-4543
E-mail: keonii@me.com
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
☒ Resume and professional bio are attached to this form.
☐ Resume and professional bio are attached elsewhere in the application: _____
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
☐ Does not apply to me ☒ Yes
5. Why do you wish to serve on the governing board of the proposed charter school?
I believe in the philosophy and pedagogy of place-based education which IMAG Academy will provide to students and how it will enrich and inspire student learning and responsibility to one's place, family, and the community.
6. What is your understanding of the appropriate role of a public charter school governing board member?
In my understanding, a governing board members role is to ensure that the school is providing its academic and financial plan and the Academies goals/objectives with fidelity.
7. Describe any previous experience you have that is relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have served as a member of the parish board at St. Catherine's Church, Kapaa, Kauai and prepared its by-laws (1995-1996); I was the president of Na Leo Kakoo o Kapaa (the parent support group for the Hawaiian Language Immersion Program (HLIPP at Kapaa (1993-1995)

and coordinated activities and fundraisers along with parents; I have set on several Hawaiian education and community agencies/organization steering/leadership committees; I opened the HLIP program at Kapaa Middle School (1996) and at Kapaa High School (1998); I have been an educator for 30 years-secondary and community college lecturer (see resume for more detail).

8. Describe the specific knowledge and experience that you would bring to the governing board.
My 30 years of educational experience from school level to State DOE as an administrator/educational specialist for Hawaiian education; I have written curriculum guides; I have prepared reports and presented to the Board of Education, State Legislature; and I have represented the DOE in response to questions regarding Hawaiian education and I have worked with communities through difficult and controversial issues. I have learned through my kupuna to work with aloha in everything that I do and to treat people with dignity and respect.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?
To prepare students for success by providing an experientially rich and rigorous learning environment. Through place-based education, students will have a deep understanding of the place they live and their responsibility to their family, school community and community-at-large to be a successful learners and to be college and career ready by graduation.
2. What is your understanding of the school's proposed academic plan?
In seven years the school will be a fully functioning K-12 program. The curriculum will be community-centered with project-based approaches that are student-centric and student initiated. Teachers are facilitators of learning who collaborate cross content.
3. What do you believe to be the characteristics of a successful school?
One would see, hear and feel aloha at all levels of operations; students engaged in learning; teaching staff working together for student success; supportive school community and a clean and well-managed campus.
4. How will you know that the school is succeeding or is not succeeding in its mission?
At the baseline level through State standardized tests that measure student growth; student and teacher attitude to learning and general feedback through accreditation; Happy students; happy families; happy administration and staff.

Governance

1. Describe the role that the governing board will play in the school's operation.
Monitor academic and financial growth; Compliance to federal and state law; Work with and provide guidance to the Academy's Director or principal. Ensure effective leadership in instruction and learning and the achievement of the mission, goals/objectives.
2. How will you know if the school is successful at the end of the first year of operation?
Implement a system of evaluation (pre- and post); data from report cards and portfolio. Low to zero percent attrition. Student growth through State assessment student scores.
3. How will you know at the end of five years if the school is successful?
Achievement of school mission and goals; increased student enrollment and parent participation; achievement of academic plan and school growth plan (student enrollment and fully implemented K-12 program).

4. What specific steps do you think the governing board will need to take to ensure that the school is successful?
Consistent monitoring of the academic and financial plan; system of evaluation of operations and curriculum and instruction; evaluation of teaching staff and academic leadership.
5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?
I would follow the process directed by the by-laws/code of ethics

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
☒ I/we do not know these individuals ☐ Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I/we do not know any such employees ☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I/we do not know any such persons ☐ Yes
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I/we do not anticipate conducting any such business ☐ Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☒ I/we do not know any such persons ☐ Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A. ☒ I/we have no such interest ☐ Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A ☒ I/we or my family do not anticipate conducting any such business ☐ Yes
8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family ☐ Yes
9. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on

the school's governing board.

☒ None ☐ Yes

Certification

I, Keoni K. Inciong, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect.

Keoni K. Inciong

Signature

03/04/2015

Date

Martha M. Nahale
821A Kunawai Lane
Honolulu, Hawaii 96817
(808) 754-8590 hanalima@earthlink.net

An administrative professional with 20+ years of experience with high profile service, hospitality and cultural organizations. Proven track record of developing positions, policies and procedures from scratch. Strong advocate of creating and implementing correct practices. Thrive on jumping into projects head first-not afraid to take risks. Highly resourceful manager of priorities.

Core Competencies

- Project Management
- Document & Records Management
- Contract Negotiations & Compliance
- Database Design & Administration
- Office Related Capital Expenditures
- Diplomatic Communications
- Front & Back Office Operations
- Government Affairs
- Efficiency Improvement
- Meeting Planning

Crew Accommodations Coordinator

July 1996 to March 31, 2008

ALOHA AIRLINES, INC.

Honolulu, HI

Managed \$3.5 million in hotel and ground transportation contracts comprising up to 12 properties (4,000+ crew rooms per month) and 3 shuttle services. Research and initial contact with prospective hotels and transportation companies; site visit coordination; contract negotiations, writing and compliance; invoice reconciliation; report generation; and monthly crew requirement schedules creation and distribution. Liaison between hotel and crew members regarding hotel room concerns and other contractual issues to protect agreement integrity.

Selected Accomplishments

- Created from scratch all accountabilities, policies/procedures and systems for this previously non-existent position.
- Saved \$176,000 annually by re-negotiating San Diego layover hotel contract.
- Saved \$55,000 annually by re-positioning Oakland layover crews to more cost-effective hotel.
- Saved \$500+ per month since Sept. 2006 by leveraging SWABIZ (Southwest Airlines online business account portal) to handle reservations for deadhead crewmembers, irregular operations and corporate travel.
- Saved thousands of dollars by designing and implementing hotel invoice auditing procedures.
- Served as event coordinator for 3-day Advance Qualifications Program Conference for pilots.
- Created and managed all aspects. Responsible for venue selection; room configuration and seating arrangement; secured discounted hotel room block for conference attendees; reception

desk and final evening banquet with entertainment. First time in the history of the AQP that exhibit booths were permitted. Cost of conference came under budget (\$10,000).

- Developed matrices of hotel accommodations procedures in the event of an aircraft crash.

Administrative Director

Dec 1994 to Nov 1995

PACIFIC GATEWAY CENTER (IMMIGRANT CENTER)

Honolulu, HI

Supervised a total of 8 caseworkers and office clerks. Maintained office management and employee databases.

Selected Accomplishments

- Charged with cultural project coordination and management. Organized TAPA Conference-60 attendees from various Pacific island nations.
- Prepared FY1996 Aloha United Way proposal.

Administrative Assistant

Jul 1992 to Dec 1994

BISHOP MUSEUM, NATIVE HAWAIIAN CULTURE & ARTS PROGRAM

Honolulu, HI

Researched and proposed specifications for Hawaiiioa voyaging canoe projects. Disseminated Statement of Work and Specifications Preparation to project participants and stakeholders. Reviewed, revised and distributed applications for funding opportunities.

Selected Accomplishments

- Negotiated with contractors, prepared projected cost reports and defined related payment schedules for projects valued up to \$50,000.
- Recruited 15+ lauhala weavers from 5 islands to produce canoe's sail.
- Partnered with master sailmaker to design sail specifications.
- Researched and implemented specifications for 6 Hawaii and US mainland craft workshops
- Facilitated project progression and on-time canoe departure by acting as liaison between Captain Nainoa Thompson, sub-contractors and other project participants.

Professional Development & Education

- **License and certification**
Active Real Estate Salesperson (July 2008)
- **Essentials of Program/Project Management, April 1993**
- **Statement of Work/Specifications Development, March 1994**
Management Concepts Incorporated
Vienna, Virginia
- **Undergraduate Studies in Business, 1990 to 1992**
Kapiolani Community College
Honolulu, Hawaii

Board Member Information

To be completed individually by each proposed school governing board member.

All forms must be signed by hand.

Serving on a public charter school governing board is a position of public trust and fiduciary responsibility. As a governing board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its Charter Contract.

As part of the application for a new charter school, the Commission requests that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage governing board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background

1. Name of charter school on whose governing board you intend to serve:
IMAG Adademy
2. Contact information:
Name: Martha Nahale
Phone: 808-754-8590
E-mail: mmnbud3@gmail.com
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
☒ Resume and professional bio are attached to this form.
☐ Resume and professional bio are attached elsewhere in the application: _____
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
☒ Does not apply to me ☐ Yes
5. Why do you wish to serve on the governing board of the proposed charter school? I would like to help set-up what I believe is an ideal combination of academics and student involvement in the community.
6. What is your understanding of the appropriate role of a public charter school governing board member?
The board member role is to keep the public charter school in compliance with state and federal regulations. Members should also keep in mind the importance of the Mission Statement.
7. Describe any previous experience you have that is relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. My contract management experience will help the board stay

focused on immediate projects and the on-going issues of the management of the school.

8. Describe the specific knowledge and experience that you would bring to the governing board.
Extensive experience in contract negotiations, contract and project management, and budget management.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?
To develop mindful and caring individuals.
2. What is your understanding of the school's proposed academic plan?
Standard academics plus students have input regarding special community based projects
3. What do you believe to be the characteristics of a successful school?
A happy and caring environment where all feel welcome.
4. How will you know that the school is succeeding or is not succeeding in its mission?
Children wanting to go to school is great but what is even better is children actually enjoying learning.

Governance

1. Describe the role that the governing board will play in the school's operation.
Part of the board's role in school operations are to adopt performance evaluation systems at all levels and support the school leader and hold her accountable. The board should also build the school's reputation in addition to fundraising.
2. How will you know if the school is successful at the end of the first year of operation?
Success could be measured by a student waiting list or low personnel turnover.
3. How will you know at the end of five years if the school is successful?
100% graduating class with high percentage going on to college.
4. What specific steps do you think the governing board will need to take to ensure that the school is successful?
Board members need to listen not only with their ears but also with their hearts. This balance will ensure a successful school.
5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?
After careful documentation, I would report findings to the Director.

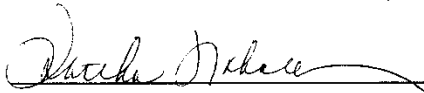
Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
☒ I/we do not know these individuals ☐ Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I/we do not know any such employees ☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I/we do not know any such persons ☐ Yes

4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I/we do not anticipate conducting any such business ☐ Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☐ I/we do not know any such persons ☐ Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
☒ N/A. ☐ I/we have no such interest ☐ Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☒ N/A ☐ I/we or my family do not anticipate conducting any such business ☐ Yes
8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family ☐ Yes
9. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.
☒ None ☐ Yes

Certification

I, Martha Nahale, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect.


 Signature

March 13, 2015
 Date

Board Member Information-Buyukacar

To be completed individually by each proposed school governing board member.

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter contract.

As part of the application for a new charter school, the Commission requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
The IMAG Academy
2. Contact information:
Name: Sheila Buyukacar
Phone: 808 779-3878
E-mail: Sheila@focusedreality.com
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
☐ Resume and professional bio are attached to this form.
☒ Resume and professional bio are attached elsewhere in the application: Attachment O – School Director
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
☐ Does not apply to me ☒ Yes
5. Why do you wish to serve on the board of the proposed charter school?
I believe The IMAG Academy has an opportunity to make a difference in the lives of the children in the area. I would like to be a part of this opportunity.
6. What is your understanding of the appropriate role of a public charter school board member?
I believe a governing board member has the role of ensuring the school has the appropriate resources to carry out its vision and mission. This includes providing the school a structure of governance and accountability.
7. Describe any previous experience you have that is relevant to serving on the charter school's board

(e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

My previous experience on a non-profit board gave me a perspective into the necessary and essential governance and policies required to protect the well-being and future of the organization.

8. Describe the specific knowledge and experience that you would bring to the board.

I bring a wealth of knowledge about organizational processes and procedures. As a business owner, I also have experience with new program development.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?

The school's mission and guiding beliefs are all about seeing everyone's strengths and capabilities as a valuable individual to one's community.

2. What is your understanding of the school's proposed academic plan?

The school's academic plan is ambitious as they set high expectations to teach content subject areas and extend a child's learning through school or community projects that apply the concepts and methods of business, the arts, science, and engineering.

3. What do you believe to be the characteristics of a successful school?

At the classroom level, I believe a successful school would be evident through our student's engaged in discussions and inquisitive questions. The classroom would be full of laughter and kids would continue their discussions as they walk to their next class.

4. How will you know that the school is succeeding or is not succeeding in its mission?

I feel I would know a school is succeeding, if our enrollment continued to go up, but more important, if prior students came back to volunteer and help the other kids in the school.

Governance

1. Describe the role that the governing board will play in the school's operation.

The role of the board is to provide resources through the development of policy and procedures. Our role is to support the school director in carrying out the vision and mission of the school.

2. How will you know if the school is successful at the end of the first year of operation?

I think the school would be successful at the end of the first year, if we have paid all of our bills on time, we've got a little of money in the bank, all of our policies and controls have helped the operations of the school and the kids don't want to leave for summer vacation.

3. How will you know at the end of five years if the school is successful?

At the end of five years, I believe we will see a number of things that indicate the school's success. First, enrollment continues to meet and exceed its quota. Second, resources for the school to operate are readily available. Third, V-BASE projects have a waiting list of

partners requiring our student's expertise and energy. Fourth, we have one V-BASE project that has turned into sustained revenue for the school with a percentage of the profits being fed right back into the community. Fifth, we have become a community resource as the first IMAG students are in their senior year; 50% already have college acceptance letters and full scholarships, another 20% is contemplating which college acceptance letter to choose, 30% percent has already sent their applications forward, and 30% are hoping to get business startup loans, job offers or internships with innovative companies because of their innovative and mindful inventions and solutions. Note of this last group, all of them are also in the first group with full scholarships or the second group, contemplating which college offer to choose.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

I believe we have to make sure our governance policies and processes are in place and followed. In addition, we will have to take our energy and create the necessary excitement about the school for not only students to get excited, but those community members that will support and benefit from a school like The Academy.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

It would be very hard for me to tolerate something that would destroy the reputation of the school or the sustainability and future of our school's existence. The first thing I would do is to find out more by going back to the policies and procedures. I would check the facts about what is thought to be happening and I would apply the procedures. I would listen and listen some more. If it didn't measure up, then I would bring it to the board and request a discussion and informal inquiry.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

☐ I/we do not know these individuals ☒ Yes All prospective board members are colleagues of mine in various capacities throughout the years.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

☐ I/we do not know any such employees ☒ Yes We are colleagues.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☒ I/we do not know any such persons ☐ Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is

being or will be conducted.

☒ I/we do not anticipate conducting any such business ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.

☐ I/we do not know any such persons ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

☒ N/A. ☐ I/we have no such interest ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☒ N/A ☐ I/we or my family do not anticipate conducting any such business ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.

☒ None ☐ Yes

Certification

I, Sheila Buyukacar, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective board member is true and correct in every respect.



Signature

3/1/15

Date

Code of Ethics for Governing Board Members

All members selected to serve on the governing board (GB) of The IMAG Academy shall in good faith sign a copy of the Code of Ethics and submit the same to the secretary of the board for safekeeping with appropriate board documents. Failure to honor the conduct implied in the responsibilities enumerated in the code may result in removal from the board.

As a member of The IMAG Academy's GB, I shall promote the best interests of the school as a whole and, to that end, shall adhere to the following ethical standards:

Confidentiality

Maintain confidentiality of all information and materials related to confidential matters brought before the board. Confidential information includes, but is not limited to, information related to personnel matters, formal grievances, contract negotiations, individualized special education services, and matters discussed in executive (closed) sessions of the board.

Equity in Attitude

1. Be fair, just, and impartial in all my decisions and actions.
2. Accord others the respect I wish for myself.
3. Encourage and listen to those with different opinions and ideas with an open mind.

Trustworthiness in Stewardship

1. Be accountable to the public by representing The IMAG Academy policies, programs, priorities, and progress accurately.
2. Be responsive to the community by seeking its involvement in The IMAG Academy affairs and by communicating its priorities and concerns.
3. Work to ensure prudent and accountable use of The IMAG Academy resources.
4. Make no personal promise or take private action that may compromise my performance or my responsibilities.

Honor in Conduct

1. Tell the truth.
2. Share my views while working for consensus.
3. Respect the majority decision as the decision of the board.
4. Base my decisions on fact rather than supposition, opinion, or public favor.

Integrity of Character

1. Make all decisions on the basis of the welfare of the school as a whole.
2. Consistently uphold all applicable laws, rules, policies, and governance procedures.

Commitment to Service

1. Focus my attention on fulfilling the board's responsibilities.
2. Diligently prepare for and attend board meetings.
3. Avoid personal involvement in activities delegated to the School Director.
4. Seek continuing education that will enhance my ability to fulfill my duties effectively.

Family Driven, Student Focus, Community Driven

Be guided by what is best for all students of The IMAG Academy and community.

Conflict of Interest Policy

Article I: Purpose

The purpose of this policy is to protect The IMAG Academy's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or board member of the school or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to public charter schools.

Article II: Definitions

1. **Interested Person--** Any board member, principal officer, or member of a committee with Governing Board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
2. **Financial Interest--** A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 - a. An ownership or investment interest in any entity with which the school has a transaction or arrangement,
 - b. A compensation arrangement with the school or with any entity or individual with which the school has a transaction or arrangement, or
 - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the school is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate Governing Board or committee decides that a conflict of interest exists.

Article III: Procedures

1. **Duty to Disclose.** In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with Governing Board delegated powers considering the proposed transaction or arrangement.
2. **Determining Whether a Conflict of Interest Exists.** After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Governing Board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.
3. **Procedures for Addressing the Conflict of Interest**
 - a. An interested person may make a presentation at the Governing Board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
 - b. The chairperson of the Governing Board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - c. After exercising due diligence, the Governing Board or committee shall determine whether the school can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Governing Board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the school's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

- a. If the Governing Board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Governing Board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV: Records of Proceedings

The minutes of the Governing Board and all committees with board delegated powers shall contain:

1. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Governing Board's or committee's decision as to whether a conflict of interest in fact existed.
2. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V: Compensation

1. A voting member of the Governing Board who receives compensation, directly or indirectly, from the school for services is precluded from voting on matters pertaining to that member's compensation.
2. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.
3. No voting member of the Governing Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the school, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI: Annual Statements

Each director, principal officer and member of a committee with Governing Board delegated powers shall annually sign a statement which affirms such person:

1. Has received a copy of the conflicts of interest policy,
2. Has read and understands the policy, and
3. Has agreed to comply with the policy.

Article VII: Periodic Reviews

To ensure The IMAG Academy operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its charter status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

1. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.
2. Whether partnerships, joint ventures, and arrangements conform to the school's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further school purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.
3. The Board shall be responsible to annually review and adopt the Conflict of Interest Policy.

Article VIII: Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, The IMAG Academy may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Governing Board of its responsibility for ensuring periodic reviews are conducted.

CONFLICT OF INTEREST ANNUAL DISCLOSURE STATEMENT

Preliminary note: In order to be more comprehensive, this statement of disclosure/questionnaire also requires you to provide information with respect to certain parties that are related to you.

These persons are termed “affiliated persons” and include the following:

- a. Your spouse, domestic partner, child, mother, father, brother or sister;
- b. Any corporation or organization of which you are a board member, an officer, a partner, participate in management or are employed by, or are, directly or indirectly, a debt holder or the beneficial owner of any class of equity securities; and
- c. Any trust or other estate in which you have a substantial beneficial interest
- d. Which you serve as a trustee or in a similar capacity.

Name: _____
Please Print

Capacity: ____Board member ____School employee

1. Have you or any of your affiliated persons provided services or property to The IMAG Academy in the past year? ____YES ____NO

If yes, please describe the nature of the services or property and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

4. Have you or any of your affiliated persons purchased services or property from The IMAG Academy in the past year? ____YES ____NO

If yes, please describe the purchased services or property and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

5. Please indicate whether you or any of your affiliated persons had any direct or indirect interest in any business transaction(s) in the past year to which The IMAG Academy was or is a party? ____YES ____NO

If yes, describe the transaction(s) and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

6. Were you or any of your affiliated persons indebted to pay money to The IMAG Academy at any time in the past year (other than travel advances or the like)? ____YES ____NO If yes, please describe the indebtedness and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

7. In the past year, did you or any of your affiliated persons receive, or become entitled to receive, directly or indirectly, any personal benefits from The IMAG Academy or as a result of your relationship with the school, that in the aggregate could be valued in excess of \$1,000, that were not or will not be compensation directly related to your duties to the school? _____YES _____NO

If yes, please describe the benefit(s) and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

8. Are you or any of your affiliated persons a party to or have an interest in any pending legal proceedings involving The IMAG Academy? ____YES____NO

If yes, please describe the proceeding(s) and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

9. Are you aware of any other events, transactions, arrangements or other situations that have occurred or may occur that you believe should be examined by school's governing board in accordance with the terms and intent of school's conflict of interest policy?
_____YES _____NO

If yes, please describe the situation(s) and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

I CONFIRM that I have read and understand school's conflict of interest policy and that my responses to the above questions are complete and correct to the best of my information and belief. I agree that if I become aware of any information that might indicate that this disclosure is inaccurate or that I have not complied with this policy, I will notify the governing board President immediately.

Signature: _____ Date: _____

Source: Adapted from Mālama Honua Learning Center Public Charter School

Board Confidentiality Policy

Directions: Read this policy, and then sign at the bottom acknowledging you read, understand and agree to follow it.

No board director at this charter school shall knowingly disclose confidential information gained by reason of information shared at a board meeting. This includes details about:

- Children enrolled and their families
- Property
- Operations
- Personnel
- Policies
- Affairs of the charter school

Board directors shall not use information to advance any personal interest, financial or otherwise.

The charter school shall maintain confidentiality of employee and student records, and no board director shall accept employment or engage in any business or professional activity that might be expected to induce him or her to disclose confidential information acquired by reason of serving this board.

A breach of this policy will be reviewed by the Executive Committee and, in accordance with the provisions of the By-laws, may result in dismissal from the Board.

Name Print

Signature

Date

(Source: Adapted from Board Orientation Manual published by Aspen Publishers)

Attachment Z Advisors' Resumes

Pono D. Shim

Birthdate: June 7, 1963
Address: 735 Bishop Street, Suite 412
Honolulu, Hawaii 96813
Email: pshim@enterprisehonolulu.com
Telephone: 808-521-3611 (business)
808-232-6284 (mobile)

Resume

Employment:

Enterprise Honolulu President & Chief Executive Officer	July, 2009 - Present
Enterprise Honolulu Vice President & Kahu	January, 2009 - June, 2009
Concierge Services at Ward Owner	September, 2001 - June, 2010
A Pacific Cafe Corporate Trainer & Marketing Manager	April, 1997 - October, 2000
Orson's Restaurant/Pacific Food Services, Inc. Waiter & Bartender	August, 1984 - February, 1997

Education:

Political Science Major University of Hawaii at Manoa	September, 1981 - December, 1984
Kamehameha Schools	Class of 1981

Current Projects:

I would be glad to speak about our current projects in person. There are sensitivities to our work that I must maintain.

Pono D. Shim

Current Community Service:

Economic Development Alliance of Hawaii - Vice Chair
Friends of Iolani Palace - Vice President
Hawaii Public Charter School Network- Board Member
Malama Hawaii - Advisory Board
University of Hawaii at West Oahu - Advisory Council
Chamber of Commerce Public Health Fund - Advisory Board
Hawaii Clean Energy Initiative - Steering Committee Member
Envision Hawaii - Advisor
Punawai O Puuhonua - Manager
Small Business Development Center - Advisory Board
Pa'I Foundation - Advisory Board

Previous Pertinent Community Service:

Kamehameha Schools Association of Teachers & Students, Kapalama Campus – President 2005-2007
Hawaii Economic Development Task Force
HECO IRP Task Force
Hawaii Nature Center Board Member
Ohia Productions Board Member

Hawaiian Culture & Arts:

Pa Kui A Holo, Member
Traditional Art of Lua
2008-Present

Gentlemen of Maluikēao, Dancer
1982-1985

Pohaikealoha Canoe Club, Paddler
1981-1983

Pono D. Shim

References:

Gail Fujita
Economic Development Representative
U.S. Department of Commerce
Economic Development Administration
gfujita@lava.net
808-541-3391

Kathy Lim Ko
President and Chief Executive Officer
Asian & Pacific Islander American Health Forum
klko@apiahf.org
415-568-3301

Eric Martinson
Senior Vice President, Endowment and Chief Investment Officer
The Queen's Health Systems
President
Queen Emma Land Company
emartinson@queens.org
808-691-5973

Hermina Morita
Former Chair
Public Utilities Commission
Hermina.M.Morita@hawaii.gov
808-256-5076

Myron Thompson, Jr.
President
Smart Energy Hawaii
myron@smartenergyhawaii.com
808-373-4559

Thomas Mitrano Principal Consultant

Tom Mitrano is a business professional, trainer, facilitator, mediator, and attorney. Currently Tom has been a consultant since June 2002 after almost 20 years of professional service in Hawaii,

He has held managerial, operational, and planning positions in the high-tech, architecture, and visitor industries, as well as in banking and in the non-profit sector. He is a talented writer, speaker, and legislative lobbyist.

He specializes in facilitated mediation, cases where expert attention to the interpersonal process needed to reach agreement is more significant to a suitable result than the technical subject matter of the dispute.

An experienced facilitator in the community, government, private, and non-profit sectors, Mr. Mitrano has facilitated hundreds of training sessions, partnering workshops, strategic planning meetings, single- and multi-party conflict-resolution sessions, visioning meetings, and brainstorming sessions. He has provided facilitation services to three gubernatorial administrations, several legislators, government agencies, many local communities, public and private sector unions, dozens of for-profit and not-for-profit companies, educational institutions, and churches, often in settings of controversy.

Mr. Mitrano has served as facilitator for the Early Learning Council established by Act 14 of the 2008 Hawai'i State Legislature to design and foster development of pre-school learning initiatives.

He has also helped to facilitate meetings at number of organizations across Hawai'i

- Statewide community EIS meetings regarding the Hawai'i Superferry (HDOT)
- Statewide community meetings regarding the state water management plan (HWRM Commission)
- A citizens and users Ad Hoc Group to advise the Board of Land and Natural Resources on long-term parking alternatives for the Ala Wai Small Boat Harbor in Waikiki
- A complex multi-agency bottom-fish regulatory planning workshop for the Pacific Islands Fisheries Council
- Formation of a water management working group for the Kaloko-Honokohau National Historical Park, Big Island (National Park Service)
- Strategic planning for the YWCA--Hawai'i Island (Hilo), the Hawai'i Coalition for Dads, the Waialae Public Charter School, and Ho'ala School
- Public meetings related to gill-lay-net regulations
- EIS and DEIS hearings for the U.S. Navy related to a munitions wharf in Apra Harbor, Guam
- Remediation efforts at the I'a'o Stream, Maui, for the U.S. Army Corps of Engineers and facilitated public meetings dealing with landscaping of public areas for the Kailua Bay Advisory Council
- The Act 259 Task Force (state mandated planning for 4-year-old early education)
- Co-facilitator of a series of public meetings to help develop the State of Hawai'i, Department of Transportation, Kahului Harbor 2030 Plan
- Co-facilitator of a five-year series of community visioning workshops for a large regional mixed-use development near Mililani, O'ahu, Hawai'i.
- Honolulu City Council panel representing divergent opinions to provide recommendations for improving a controversial county ordinance

Since arriving to Hawaii 1984, Tom has held managerial positions at:

Thomas Mitrano

- Outrigger Hotels (VP, Systems/Procedures)
- Bank of Hawaii (VP, Community Reinvestment Act Compliance)
- WATG (formerly, Wimberly Allison Tong & Goo, Hawaii In- House General Counsel/Operations Officer)
- The Ohana Foundation (Legal Services Coordinator and Business Development Director)
- The Nature Conservancy
- AM Partners, Inc. (Principal and General Counsel)

Education

- University of Toronto (BA Honours in Chinese language and cultural studies)
- Harvard Law School

Dr. Jonathan Gillentine

EDUCATION

Doctor of Philosophy (Ph.D) Curriculum and Instruction

1999-2005

University of Hawaii, Manoa

Master's Degree, Special Education

1979-1981

University of Hawaii, Manoa

Early Learning Specialist – Hawaii Department of Education, Windward District

A National Board Certified Teacher and a twenty year veteran as a preschool inclusion teacher at Rev. Benjamin Parker School

Early Learning Advocate – He assists the Executive Office on Early Learning to promote preschool classrooms for public schools and is highly sought after for his wisdom regarding early grades in elementary school. He has worked on several impact projects to elevate teaching practice, education policy, and public commentary on education.

AWARDS and PRESENTATIONS

2014 Hawaii's first Teacher Leader licensee

2014 Teaching & Learning 2014 Conference

National Board for Professional Teaching Standards

2012 NEA Foundation Pearson Foundation Global Learning Fellow, one of a unique class of 32 award-winning public school educators charged with building their global competency skills.

2012 Horace Mann Award from the National Education Association Foundation

2010 Zula International Early Science Educator – NSTA

2007 Cengage Delmar Outstanding Early Childhood Practitioner NAECTE

Recognized as an America Achieves Teacher Fellow. America Achieves' Fellows are selected on their impact on student achievement, the quality of their classrooms and school leadership, and their commitment to learning and sharing their expertise.

COMPLAINTS PROCEDURE for the Public & Community

The IMAG Academy strives to be a responsive and positive part of its local community. The following procedures are intended to ensure that community and public concerns are addressed appropriately. These procedures will be posted in The IMAG Academy's main office.

Community members with a complaint should submit their written complaint in writing by mail, via The IMAG Academy website, or in person at the main office. The Complainant can request a written response, in which case the complaint must include contact information.

If a response is requested, the School Director or designee will respond within fifteen (15) school days. If the Complainant is not satisfied with the response, the complainant may request a meeting with the School Director. The School Director will meet with the Complainant within ten (10) school days.

If the Complainant's concerns are not resolved to their satisfaction after the meeting with the School Director, the Complainant may take the issue to The IMAG Academy's Governing Board. The Complainant shall request in writing that the matter be considered by The IMAG Academy's Governing Board and provide a detailed, written description of the issue. Provided that the request is received at least five (5) days prior, The IMAG Academy's Governing Board will address the issue at the next regularly scheduled Board Meeting in Executive Session. After consideration of the complaint, The IMAG Academy's Governing Board will provide the Complainant with a written response within ten (10) working days after the meeting.

CONFLICT RESOLUTION Policy for Parents and Students

The IMAG Academy is interested in achieving and fostering student and family satisfaction. The following procedure ensures that student or family grievances are addressed fairly by the appropriate people in a timely manner. The IMAG Academy prohibits discrimination against students or families on the basis of disability, race, creed, color, gender, national origin, or religion.

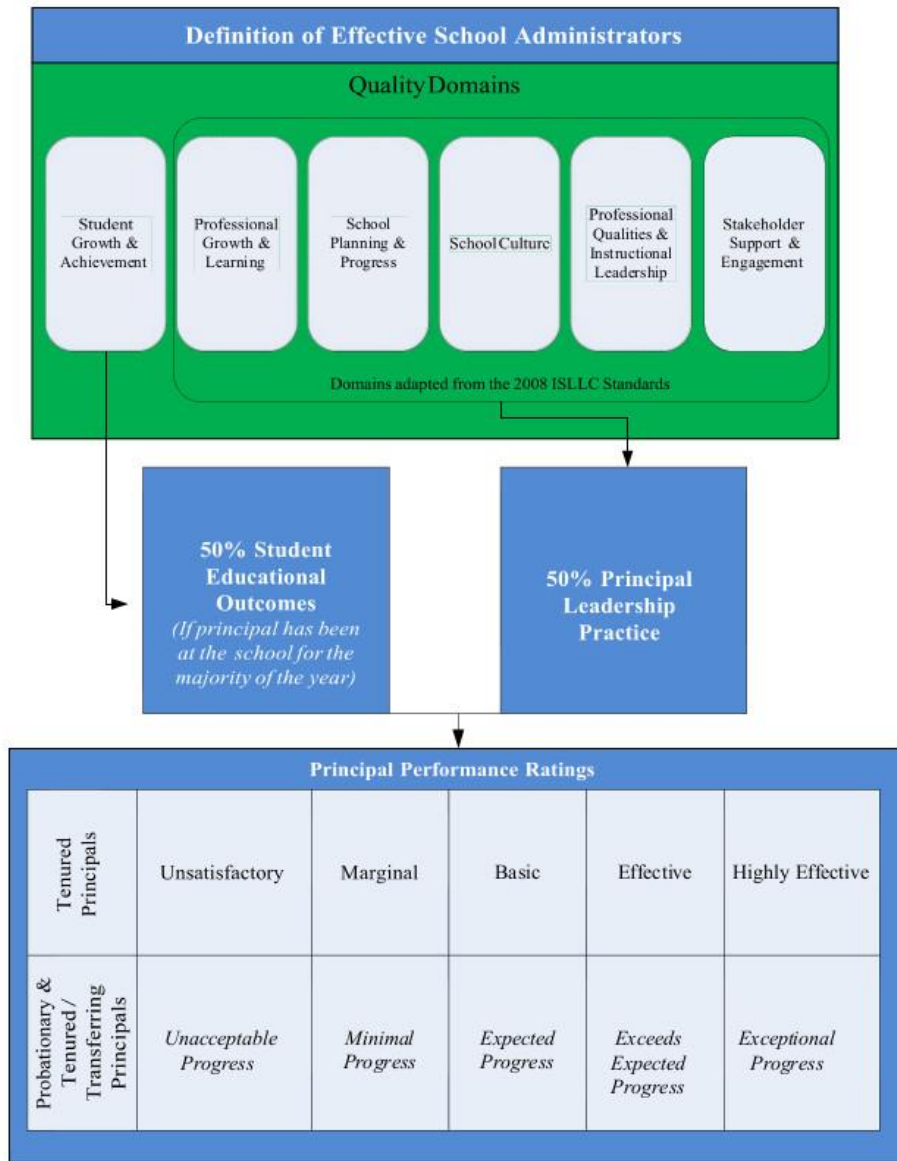
The student and parent(s), custodian(s) or legal guardian(s) are required to first discuss the issue(s) with the appropriate IMAG Academy teacher or advisor. If no satisfactory resolution has been reached, concerns or grievances must be submitted in writing to the School Director within ten (10) working days.

If the concern or grievance is not resolved by the School Director's response, the parent(s), custodian(s), or legal guardian(s) may, within ten (10) working days of the School Director's response, request in writing a meeting (via phone or in person) with the School Director to further discuss the concern or grievance. If necessary, the director will gather pertinent information and respond within ten (10) working days with a resolution or course of action.

If the family's concern is not resolved at or after the meeting with the School Director, the family may submit a written complaint to The IMAG Academy's Governing Board by emailing the Board Chairperson. The written complaint shall describe the details of the situation, including any dates and persons involved in the grievance, and proposed remedies. The matter will be considered at the next scheduled IMAG Academy's Governing Board meeting and the Board will respond to the complaint within ten (10) working days following the board meeting.

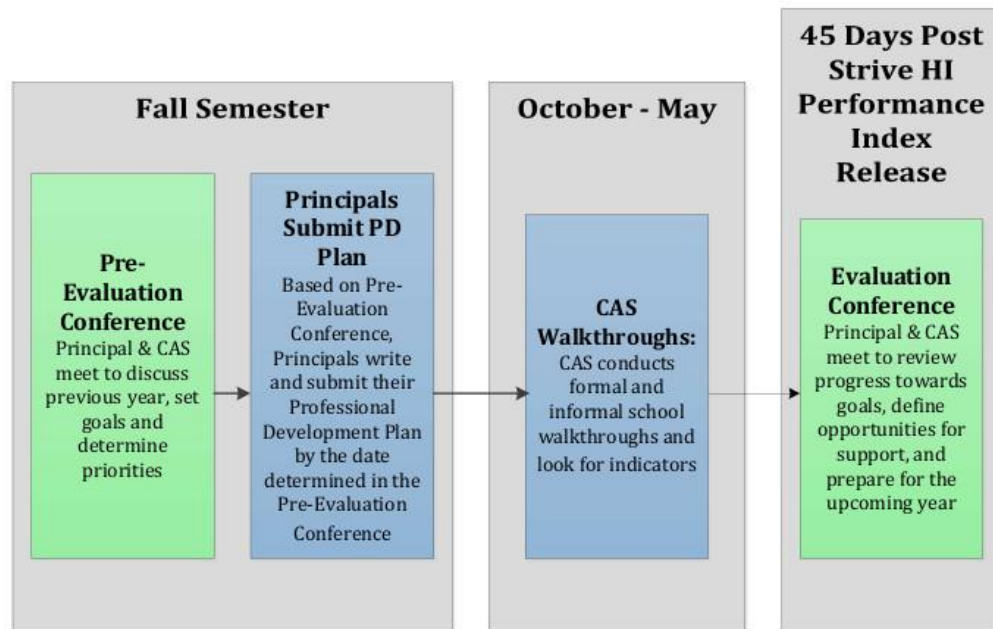
CESSA Framework Design

The six CESSA Domains are rooted in the Interstate School Leaders Licensure Consortium (ISLLC) standards. The following visual illustrates the organization of CESSA components and domains:



CESSA Timeline

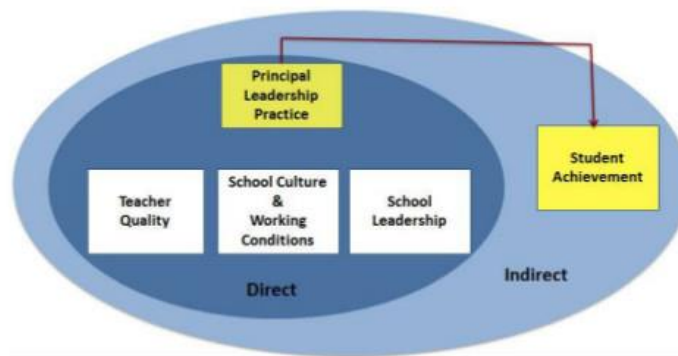
All Pre-Evaluation Conferences must be completed by September 30. The CAS and Principal should decide the due date for the Professional Development Plan during the Pre-Evaluation Conference. End-of-Year Formative and Summative Evaluation Conferences must be held within 45 days of the Strive HI Performance Index data release. The following visual illustrates the CESSA Timeline:



Student Educational Outcomes

Overview

The foundational purpose of any school is to increase student performance and achievement. Understanding that Principals have a strong and immediate influence on teacher quality, and directly influence school culture and teacher working conditions, the following pictures depict the theory of action behind Domain 1. Furthermore, it is important to note that Principals are the second most important school-level factor influencing student achievement. This idea is illustrated in the following visual¹²



Measures

School Year 2014-2015

Based on the academic plan, the principal and CAS set three targets during the Pre-Evaluation Conference (refer to page 22). For MGP, no targets are set as ratings are determined through the established performance band located on page 22. For the 2014-2015 school year, a N/A will automatically populate on the evaluation form for the reading and math proficiency target setting section. The N/A for reading and math is based on the premise that target setting for these two indicators will be challenging during the first year of transition to Smarter Balanced Assessment.

During the Evaluation Conference, the principal and CAS discuss the results of all three targets and apply a met or not met rating. For the reading and math growth indicators, the met or not met rating is based upon the math and reading median growth percentile (MGP) band (page 22). Domain 1 overall rating is based on the total number of met and not met ratings between the three targets set during the Pre-Evaluation Conference and the results from the reading and math MGP.

12 Clifford, M., Behrstock-Sherratt, E., and Fettes, J., *The Ripple Effect: A Synthesis of Research on Principal Influence to Inform Performance Evaluation Design*, American Institutes for Research (AIR), Washington, D.C. 2012.

School Year 2015-2016 and Beyond

Based on the academic plan, the principal and CAS set five targets during the Pre-Evaluation Conference, two of which are based on math and reading proficiency from the statewide test. The remaining three targets are set based on the list of achievement indicators from page 22.

During the Evaluation Conference, the principal and CAS discuss the results of all five targets and apply a met or not met rating. For the reading and math indicators, the met or not met rating is based upon either their math and reading achievement or their math and reading median growth percentile (MGP) band (below), whichever is more favorable.

Growth Indicators

The Department assigns one of three performance levels for both Math and Reading school MGP. These performance levels are assigned within given ranges and identified in the table below. An unsatisfactory ratings results in a not met with a basic and highly effective as met.

Unsatisfactory	Basic	Highly Effective
Reading MGP \leq 35 Math MGP \leq 30	Reading MGP 36-65 Math MGP 31 – 60	Reading MGP $>$ 66 Math MGP $>$ 61

Achievement Indicators

Performance on Achievement Indicators is measured against the targets set in the Pre-Evaluation Conference. Targeting setting is a collaborative process between the Principal and CAS and should support the Academic Plan and align to the Strategic Plan. Targets should be set using the previous year's Strive Hi results, which are populated on the CESSA Evaluation Form. Further, selecting Additional Indicators should be decided upon with consideration to a school's community context, needs, historical challenges, and priorities. The Additional Indicators that can be chosen are:

- ACT Suite (8th through 11th grade)
- AP Scores
- Chronic Absenteeism
- College-Going Rates
- Discipline
- Gap Rate
- Graduation
- HSA Science Proficiency
- Other

Principal Leadership and Practice

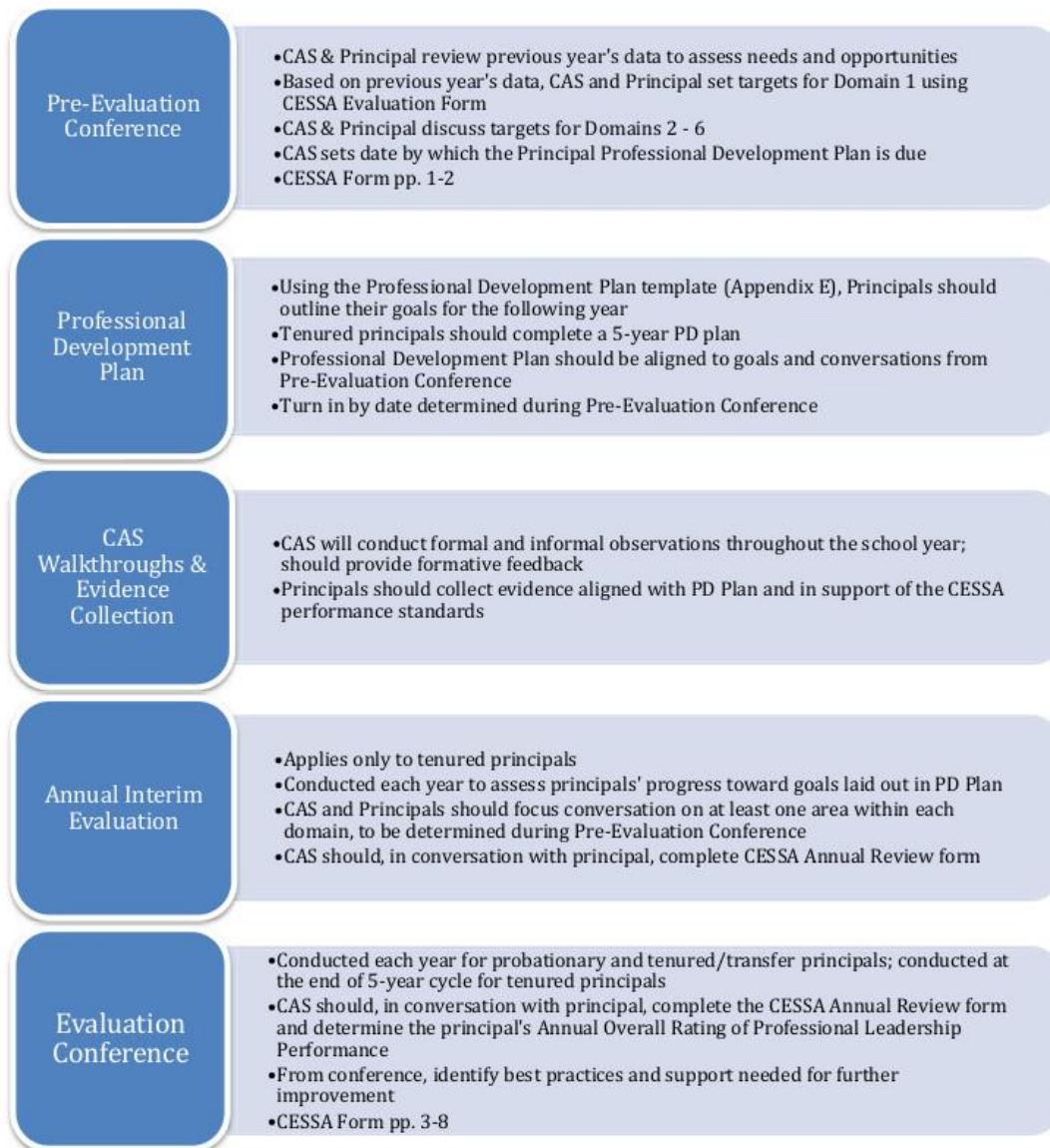
The five remaining domains were aligned with the "Profile of an Effective School Leader" published by the Interstate School Leaders Licensure Consortium (ISLLC) under the Council of Chief of State School Officers and the NAESP/NAESP's *Rethinking Principal Evaluation*. Principal Leadership and Practice will be measured with the CESSA Leadership rubric, which was developed by HGEA and Unit 6 Principals. The domains focus on Principals' leadership within schools and recognize the role Principals play in fostering human relationships, school and staff capacity-building, and ultimately holding responsibility for overall school success.

Each of the five domains is described on pages 10-12 are followed by the descriptors and examples of evidence that can be used to denote progress. Descriptors are the mindsets and actions that contribute to the qualitative characteristics evocative of each domain; because the remaining domains are qualitative measures of leadership, descriptors are necessary as proxies for each domain. The examples of evidence are what can be used to prove progress within each indicator and, subsequently, each domain.

Cycle & Conferences

There is a cycle of conferences and actions necessary of both CAS and Principal in accordance with the CESSA Timeline on page 20. This includes the Pre-Evaluation Conference; the Professional Development Plan; CAS Walkthroughs and Evidence Collection; Annual Interim Evaluation and Performance Evaluation Conference.

The following visual outlines each step of the CESSA process and the roles and responsibilities therein.



Evaluating and Assigning Ratings

The assignment of performance levels per domain is a process that requires careful thought and attention to evidence the CAS collects throughout the year. When assigning ratings it is important to identify the length of leadership at the school. For example, if a Principal began second semester, Domain 1, Student Educational Outcomes does not apply - only Domain 2-6.

Additionally, Principals that are being evaluated on the summative schedule have different performance level descriptors than Principals on the all other schedule. This is reflected in the CESSA rubrics and scoring tables and illustrated below:

RATINGS FOR TENURED 5 TH YEAR SUMMATIVE	RATINGS FOR ALL OTHERS
Unsatisfactory	Unacceptable Progress
Marginal	Minimal Progress
Basic	Expected Progress
Effective	Exceeds Expected Progress
Highly Effective	Exceptional Progress

Domain 1: Student Educational Outcomes

The school MGP and Proficiency scores from the Strive Hi Performance Index are needed to assign levels of performance for Domain 1. The CAS will identify whether the Principal has met the targets set during the Pre-Conference. The CAS will then assign a rating for Domain 1 as follows:

Domain 1 Student Growth and Achievement				
Unsatisfactory	Marginal	Basic	Effective	Highly Effective
Less than 2 targets met	2 of 5 targets met	3 of 5 targets met	4 of 5 targets met	5 of 5 targets met

Domains 2-6: Principal Leadership and Practice

Together, the CAS and Principal review the evidence collected throughout the year for Domains 2-6 and provide a performance rating using the rubric. A performance rating is required per Domain and assigned in the CESSA Form on pages 4-6 by using the dropdown menus in each corresponding domain section.

After identifying the performance levels for each domain, the CAS will use the selection criteria in the Domain 2-6 scoring rubric below to identify the overall performance for Principal Leadership and Practice.

Domain 2-6: Principal Leadership and Practice				
Unsatisfactory	Marginal	Basic	Effective	Highly Effective
Unacceptable Progress	Minimal Progress	Expected Progress	Exceeds Expected Progress	Exceptional Progress
Unsatisfactory or Unacceptable Progress on at least 3 Domains	Marginal or Minimal Progress on at least 2 Domains AND No more than 1 Unsatisfactory Rating	Basic or Expected Progress on at least 3 Domains AND No Rating below Marginal or Minimal Progress on any Domain	Effective or Exceeds Expected Progress on at least 3 Domains AND No Rating Below Basic or Expected Progress on any Domain	Highly Effective or Exceptional Progress on at least 2 Domains AND No Rating Below Effective or Exceeds Expected Progress on any Domain

Once the overall Principal Leadership and Practice rating is identified using the Domain 2-6 scoring rubric above, the CAS will select the appropriate rating from the dropdown menu on the CESSA Form page 6. The rating previously selected in Domain 1 Student Educational Outcomes will automatically combine with the rating selected for Domains 2-6 Leadership and Practice to provide the final performance rating.

Overall Performance Matrix

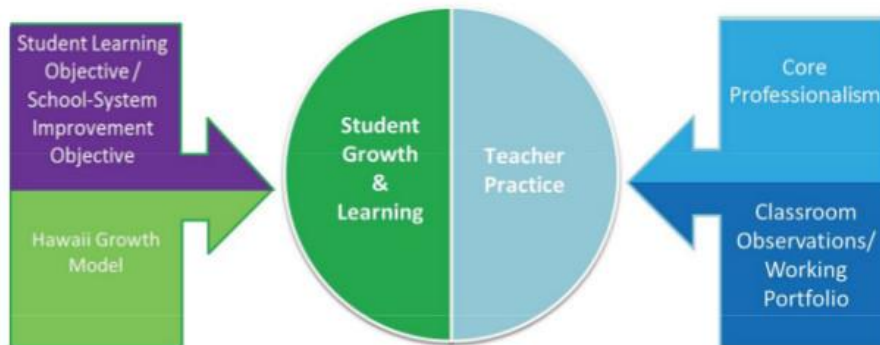
Once principals have performance ratings for Principal Leadership and Practice and Student Growth and Achievement categories, the overall effectiveness rating will then be determined by using the performance matrix below. The performance rating that the principal achieved according to the Domain 1 Rubric (Student Growth and Achievement) will be identified in the vertical columns and will then be matched to the performance rating the principal achieved according to the Domains 2-6 Rubric (Principal Leadership and Practice) identified in the horizontal rows. The summative rating for the principal will be the performance level in the cell that is at the nexus between the two categories of CESSA.

		Student Growth and Achievement				
		Unsatisfactory	Marginal	Basic	Effective	Highly Effective
Principal Leadership and Practice	Highly Effective	Basic	Effective	Effective	Highly Effective	Highly Effective
	Effective	Basic	Basic	Effective	Effective	Highly Effective
	Basic	Marginal	Basic	Basic	Effective	Effective
	Marginal	Unsatisfactory	Marginal	Basic	Basic	Basic
	Unsatisfactory	Unsatisfactory	Unsatisfactory	Marginal	Marginal	Marginal

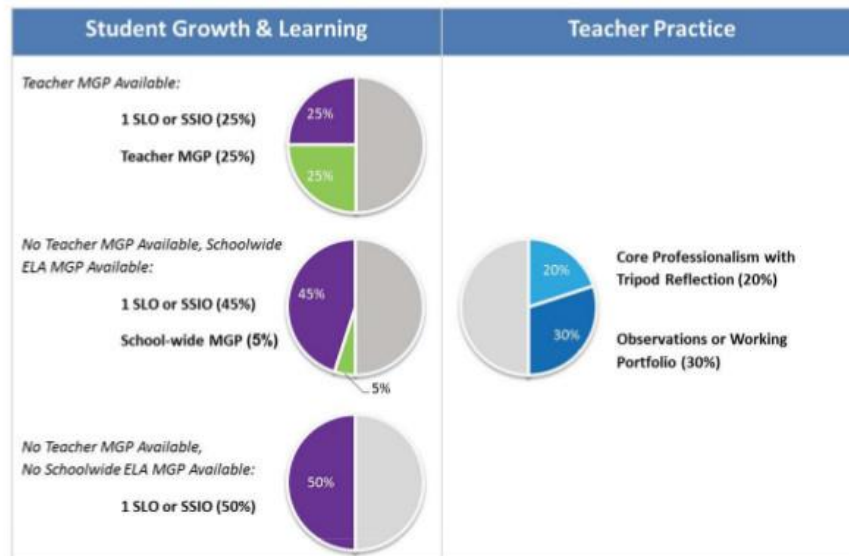
Summative EES Ratings

Under the EES, final teacher ratings for each measure will be combined into a rating for teacher practice and for student growth and learning. Within PDE³, teachers will be able to see annual rating data, as well as historical data about their performance. Scores for teacher practice and for student growth and learning will be determined by calculating a weighted average, based on weightings for each EES measure. The weighting of each measure will vary depending on each teacher's classification and the data available from that evaluation year.

EES Framework Measures



EES Measures Applied to Teacher Role(s)



■ Hawaii Growth Model
■ Student Learning Objective / School or System Improvement Objective
■ Core Professionalism
■ Observations/Working Portfolio

Once teachers have a score for teacher practice and student growth and learning, this value is rounded to the nearest whole number. Each teacher's overall effectiveness rating can then be determined by matching the teacher's rating on student growth and learning with the teacher's rating on teacher practice using the matrix shown.

Student Growth and Learning					Teacher Practice
Unsatisfactory 0-1	Marginal 2	Effective 3	Highly Effective 4		
Marginal	Effective	Effective	Highly Effective	Highly Effective 4	
Marginal	Effective	Effective	Effective	Effective 3	
Marginal	Marginal	Effective	Effective	Marginal 2	
Unsatisfactory	Marginal	Marginal	Marginal	Unsatisfactory 0-1	

Professional Development Plan

Self-reflection is the true mark of a professional. Pursuant to the contract, "all teachers will develop and maintain an individual professional development plan that identifies areas for targeted growth and learning. Completion of the learning opportunities within the plan will be considered a matter of professional responsibility." The Department's professional development plan tool on PDE³ allows teachers to set goals for their own learning, collect evidence of completed professional development activities, track impact on students, and reflect on their progress. Probationary teachers are expected to set four goals using this tool. It is best practice for tenured teachers to set two goals a year when leveraging the tool to help compile and store documents to meet re-licensure requirements.

Principal Directed Professional Development Plan

The EES provides a wealth of information for teachers and administrators detailing strengths and areas for growth in performance. Principals use this plan to provide targeted support to teachers who received a less than effective rating on their previous evaluation. The Principal Directed Professional Development (PDPD) plan focuses on two areas specifically related to EES, student outcomes and teacher practice. The principal or designee may place a teacher on a PDPD plan to address performance concerns at any time throughout the school year. Triggers for placing a teacher on a PDPD include but are not limited to; observations, poor quality SLOs, low Tripod scores, and poor student outcomes. The principal may choose to develop the plan with teacher input. It must be designed within 30 instructional days from the first day of instruction or notification of documented performance concerns. Progress on the plan maybe used as a piece of evidence to support the overall rating.

Special Cases

Teachers with Missing Data

Teachers missing data for an EES measure will have an EES rating calculated from available data. If data for entire EES measures are missing, teacher ratings will incorporate available measures.

Appeals

An expedited evaluation appeals procedure for tenured teachers rated Marginal shall be used instead of Steps 1 and 2 of the grievance procedure, Article V, for performance evaluations only. An appeal may only be made for the overall evaluation rating of Marginal. This appeals process will be in place for evaluation ratings based on the 2014-2015 school year, and thereafter.⁷

⁷ Hawaii State Teachers Association Agreement, July 1, 2013-June 30, 2017, p. 111.

Core Professionalism

Dedicated teachers make numerous contributions to their schools and always conduct themselves appropriately in and out of the classroom. Core Professionalism encompasses the wide range of responsibilities and activities a teacher handles that are critical to students and schools. Teachers demonstrate professionalism in the manner that they serve and lead others.

Indicators: Framework for Teaching Domain 4 and Tripod Student Survey

Core Professionalism consists of two parts: (1) Framework for Teaching, Domain 4, and (2) reflection and action to improve on Tripod Student Survey results.

Framework for Teaching Domain 4 (Professional Responsibilities)

The criteria and expectations for Core Professionalism are articulated in the Framework for Teaching within the Domain 4 rubric. The domain level rubric provides more flexibility to educators and provides a more holistic picture of teachers' responsibilities. The components that make up Domain 4 include:

- 4a: Reflecting on Teaching
- 4b: Maintaining Accurate Records
- 4c: Communicating with Families
- 4d: Participating in the Professional Community
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism

Teachers require different types of feedback, support and opportunities to grow as professionals. Evidence collection should be differentiated to provide flexibility and options that reflect each teacher's job responsibilities and support school, complex area and state priorities. Evidence collection should focus on quality not quantity. School administrators and teachers have a conversation at the beginning of the year to clarify expectations and provide examples of evidence sources specific to their school context. Examples of potential sources of evidence can include, but are not limited to:

Component	Sample Evidence
4a: Reflecting on Teaching/Practice	Classroom Teacher: Tripod reflection and action, observation reflection, SLO reflection, professional growth plan Non-Classroom Teacher: Reflection in working portfolio, professional growth plan, program improvements
4b: Maintaining Accurate Records	Classroom Teacher: Records of student work, attendance, grades, field trip forms, media release consent forms Non-Classroom Teacher: Master scheduling, inventory, library catalogs, purchase orders, budgets
4c: Communicating with Families/Communities	Classroom Teacher: Newsletters, Back-to-School night, parent conferences, tips for helping students with homework Non-Classroom Teacher: Outreach to larger community about school events, registration, reading nights
4d: Participating in the Professional Community	Classroom Teacher and Non-Classroom Teachers: Participating in school events, contributing to department meetings and data teams, forming relationships across departments
4e: Growing and Developing Professionally	Classroom Teacher and Non-Classroom Teacher: Leading workshops, taking university coursework, professional development plan, participates in professional organizations
4f: Showing Professionalism	Classroom Teacher and Non-Classroom Teacher: Advocating for students, and compliance with school and complex area regulations

Tripod Student Survey

Tripod Student Surveys use a suite of indicators that capture students' academic and social behaviors, goals, beliefs and feelings on a Likert scale. Tripod teacher reports show the percent of favorable responses for multiple questions using the seven indicators of teaching practice known as the 7Cs. The components that make up the Tripod Student Survey include the 7Cs described below:

- Care: "Your success and wellbeing really matter to me in a serious way."
- Control: "Our class is orderly, on task and respectful, with learning as our first priority."
- Challenge: "I insist upon rigor—understanding, not just memorization—and your best effort."
- Clarify: "I have multiple good explanations; when you are confused I will help you understand."
- Captivate: "I make lessons intellectually relevant and stimulating because they are important."
- Confer: "You must talk with me to help me understand your ideas and support your learning."
- Consolidate: "I summarize lessons and check for understanding to make learning coherent."

Tripod Results

Four to five weeks after all schools have completed and submitted surveys for processing, Cambridge Education will deliver detailed favorability score reports through password-protected, confidential emails to complex area superintendents, administrators, and teachers. These reports show distributions that reveal the percentage of favorable responses for each item in each of the 7C constructs. The percentage of favorable responses per question within a 7C category is then averaged to produce a favorability percentage for each of the 7C indicators. Finally, the percentage of favorable responses for each of the 7Cs is averaged to produce a composite favorability percentage.

Teachers will receive favorability score reports if they have at least five valid student participants with a minimum of five responses for each item in each of the 7Cs constructs survey level and survey administration period. This is to protect student identities and ensure teachers have enough responses to make inferences about the way their students perceive their classroom experience. While most classroom teachers will survey only one class, teachers who teach very small classes may combine classes during the rostering period and survey multiple classes if necessary to reach this minimum. Teachers with a class spanning multiple survey levels will administer the lowest grade level survey for their whole class roster.

Teachers will also receive Tripod scaled scores through PDE³ also known as Normal Curve Equivalent scores or NCEs as an added facet for reflection. Scaling Tripod scores places teachers' scores on a scale that ranges from 1-99 at equal intervals with a value given to each response, favorable or not, for all the scores within that survey type (upper elementary or secondary).

The Tripod 7Cs favorability reports both reinforce and provide additional color to the observable components of the Hawaii Adapted Framework for Teaching. Parallels between the two measures offer a high degree of specificity for teachers reflecting on their strengths and areas of growth. These parallels are illustrated in the following table:

Tripod 7 Cs	Danielson Component
Captivate	2b, 3b, 3c
Care	2b, 2d, 3b
Challenge	2b, 3b 3c
Clarify	3b, 3c, 3d
Confer	2b, 3b, 3c, 3d
Consolidate	2b,3b, 3c, 3d
Control	2b, 2c, 2d

Process and Requirements: Domain 4

Throughout the school year, teachers are responsible to engage in professional activities that positively contribute to the school culture. Teachers may submit evidence that align to Domain 4 in the Framework for

- b) Teacher and administrator may use the [*Tripod 7Cs Unpacking Protocol: Actionable Student Feedback Promoting Excellence in Teaching and Learning*](#) guidance document as a starting point.
- c) Administrator will include the teacher's reflection into the overall Core Professionalism rating as one source of evidence.

Rating Calculation

Core Professionalism is viewed and rated as a whole. Indicators (components within Domain 4 and Tripod reflection and action) are not rated individually. However, a single indicator may be important enough to influence the final Core Professionalism rating. Core Professionalism is not an average between Domain 4 and Tripod; rather it is the evaluator's judgment supported within documentation. Ratings assigned by an administrator are converted to a numerical rating using the performance level scoring scale previously described.

Core Professionalism in Context

At the beginning of the year, an elementary school faculty spends time reading through the component descriptions for Domain 4 within Charlotte Danielson's book, *Enhancing Professional Practice: A Framework for Teaching*. After brainstorming ideas for sources of evidence, the teacher completes a self-assessment and determines areas of focus for the evidence collection. While the teacher and administrator are meeting about SLOs, they set aside some time to check in about Core Professionalism on an individual level to avoid redundant evidence collection. For example, a teacher's performance in maintaining accurate records may already be documented in systems such as eSIS or eCSSS and may not require duplicate documentation on PDE³. Throughout the year, the teacher collected samples of evidence that were a natural harvest of his work.

When the teacher received the Tripod Student Survey favorability report early in the spring semester he reflects on which of the 7cs had the highest favorable responses, Challenge, and which was his lowest, Care. He decides to focus on improving the way he communicates Care to students. He decides to visit a class that got high scores for Care and document some of the strategies he saw in action. He decides to take a professional development course about creating stronger classroom culture and then he tries new approaches to reach out to students individually. By answering the reflection questions about the Tripod score in PDE³, the teacher summarizes his experience, the specific strategies and resources employed throughout the year, and the impact that was documented with his students.

The teacher meets with the school administrator at the end of the year and discusses the evidence aligned to Domain 4, demonstrating the completion of professional responsibilities and his effort spent on integrating new methods and strategies in the classroom, based on the Tripod results. The administrator has been collecting evidence throughout the year as well, including specific contributions the teacher made in faculty meetings and schoolwide functions. The teacher and administrator discuss the evidence they have collected and the administrator assigns a rating in PDE³ based on the Domain 4 rubric.

Classroom Observations

For classroom teachers, observations and conferencing are critical to understanding and developing teacher practice. Formal observations are a collaborative process between teachers and administrators.

Indicators

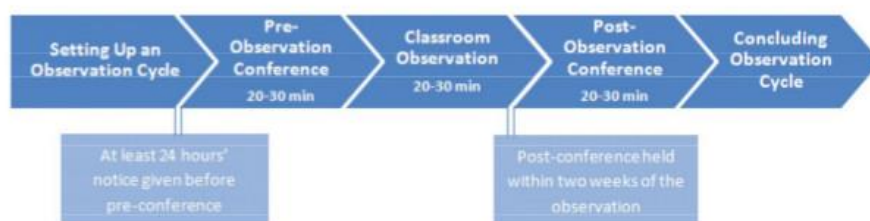
There are ten observable components within Domain 2 (Classroom Environment) and Domain 3 (Instruction) of the Framework for Teaching. The Department has decided to focus on five observable components for classroom observations based on their alignment with our statewide priorities. Rubrics based on the 2013 edition of *The Framework for Teaching Evaluation Instrument* will be used to guide evidence collection and evaluation of these components as part of the EES classroom observation process.

Framework for Teaching Observation Components

- 2b: Establishing a Culture for Learning
- 2d: Managing Student Behavior
- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 3d: Using Assessment in Learning

Process and Requirements

The observation cycle consists of five steps (outlined below) and must be conducted by the same observer. The number of observations depends on the previous year's performance rating.



Note: The observation typically lasts 30 minutes, but should last as long as it takes to observe the lesson discussed during the pre-observation conference.

Teacher and administrator should give as much notice as possible, if cancellation is necessary. A new cycle is necessary when the rescheduled observation is covering a new lesson. An Educational Officer, certified by the Department, must conduct observations. Post-observation conference occurs within a two-week period after the classroom observation. However, if scheduled school breaks and/or unforeseeable scheduling conflicts occur, then the conference needs to be scheduled as soon as possible.

Setting Up an Observation Cycle

The expectation is the administrator and teacher schedule dates and times for the entire observation cycle. The administrator may select the most appropriate dates and times, if the teacher and administrator cannot agree. In this situation, a minimum of a 24-hour notice must be provided to the teacher.

Working Portfolio in Context

A middle school counselor decides to select five components from the Danielson School Counselor Framework, which will be aligned to the HTSB School Counselor Performance standards. Based on her expected roles and responsibilities and in response to the beginning conference questions, the counselor identifies the proposed five components and the evidence planned for each. In review of the counselor's response, the administrator may recommend other components for discussion. During the beginning conference, the counselor and administrator discuss and finalize the five components that will be used and the evidence reflective of high levels of performance for each component. During the year, the counselor will collect and document evidence for each component. The administrator may also collect and document evidence, as appropriate. During the year, the counselor is assigned a comprehensive school-wide project, requiring a significant change to some of her roles and responsibilities, resulting in two of the five initial components being no longer applicable to her additional responsibilities. The counselor requests a progress check conference to discuss the selection of two new components and evidence reflective of her additional responsibilities. At the end of the year, the administrator will notify the NCT of the ending conference date. The NCT shall prepare her working portfolio, which maintains the actual evidence for each component, for sharing at the ending conference. At the ending conference, the administrator assigns a rating for each of the components, which are then averaged to produce a final working portfolio rating.

Another example is a complex area level resource teacher who selects components 2a, 2c, 2d, 3c, and 3e in collaboration with the complex area evaluator during the beginning conference. The resource teacher collects evidence during the first semester. However, because of mid-year changes in programming and school support, the resource teacher's role changes. This triggers a progress check conference in which the complex area evaluator and resource teacher decide to keep the same components (2a, 2c, 2d, 3c, and 3e), but collect different artifacts based on the updates to the position. Both the original and updated evidence are discussed in the ending conference, and the evaluator assigns a performance rating for each of the components (2a, 2c, 2d, 3c, and 3e).

Student Growth and Learning Measures

Hawaii Growth Model

Overview

Student growth percentile (SGP) scores from the Hawaii Growth Model make up one of the two EES measures designed to capture student growth and learning for classroom teachers and school-level NCTs. The Hawaii Growth Model calculates SGP scores using a statistically robust approach pioneered by the Colorado Department of Education. This method of measuring and monitoring student growth was selected based on a thorough analysis of possible approaches. The Department has been calculating and analyzing SGPs using Hawaii State Assessment (HSA) data since the 2007-2008 school year. The Hawaii Growth Model will be applied to the Smarter Balanced Assessment this year to produce SGP scores.

The EES uses growth rather than proficiency to measure educators' contributions to student learning because proficiency measures are driven by prior preparation, and become increasingly so over time. SGP scores indicate how well a student has progressed compared to others that have demonstrated similar academic performance in the past. This allows all students to have the same chance of attaining high or low SGP scores each year, regardless of their prior performance.

Indicators

The Hawaii Growth Model is a normative model that ranks each student's Hawaii State Assessment – Bridge scores within a content area against students with similar score histories. The SGP score resulting from this

analysis helps to determine how much a student has progressed within a given year compared to other students with a similar scoring history. The score is communicated in the following way: if a student attained a SGP of 60 for math, that would mean the student scored higher than 60% of similar students taking the same test.

Median growth percentiles (MGPs) are used to summarize the growth performance for groups of students and are calculated by finding the midpoint SGP value for all the students in a specific group. For the Hawaii Growth Model, groups of students are defined as either a classroom or an entire school. Medians (middle) are more appropriate than means (average) because they are less susceptible to being skewed by outliers.

Requirements

The following describes the requirements for teachers to receive a Median Growth Percentile (MGP) or schoolwide English language arts (ELA) MGP that is factored into their evaluation:

- English language arts and mathematics classroom teachers instructing in grades 4-8 last year will have a teacher level MGP (25 percent of final evaluation rating) included as part of their evaluation.
- Teachers that did not teach ELA or mathematics last school year will be evaluated using the schoolwide ELA MGP (5 percent of final evaluation rating).
- Teachers new to the Department will not have a MGP or schoolwide ELA MGP factored into their evaluations. The student growth and learning portion of their evaluation is based on one SLO.
- A SGP will be generated only if the student has a minimum of two consecutive years (of different grade level) of state assessment scale scores available in the given subject area. SGP is not produced for students who repeat a grade. Students included in a teacher level MGP are determined based on the spring roster verification process.

Process

During the fourth quarter of the school year, ELA and mathematics teachers in grades 4-8 will complete a roster verification process for students in those classes. The process will measure individual student enrollment in ELA and mathematics classes over the course of the year guided by inclusion rules for each month (enrollment for 10 or more school days). Principals are responsible for designating someone to serve as the school's roster verification lead. The roster verification lead will work closely with teachers to ensure student rosters used for SGP reporting and teacher evaluation are accurate.

Rating Calculation

Growth calculations are performed shortly after Hawaii State Assessment – Bridge scores are validated and finalized in the summer. Due to the time required for this process, MGPs used for evaluation within the EES will lag by one school year. Classroom teachers with ELA and mathematics classes in grades 4-8 will be evaluated using teacher MGPs and teachers without individual MGPs will be evaluated using the school's ELA MGPs. New teachers and other teachers without prior year placements will not receive MGP scores.

Teacher Level MGPs

MGPs for individual teachers will be computed for teachers of tested content areas in grades 4-8 based on student enrollment information captured through the fourth quarter roster verification process. Students will be counted and weighted based on the length of enrollment using minimum terms that approximate an academic quarter. Within the EES, MGPs will only be utilized for evaluation if the growth data is based on the performance of at least 20 individual SGP scores. If a teacher has less than 20 individual SGP scores linked to him/her across all grades and subjects he/she teaches for any given year, the pool of SGP scores from that year will be combined with the pool of students from the prior year to form a larger group that will be used to calculate an individual teacher MGP. If that group still does not contain 20 individual SGP scores, student SGP

scores linked to a teacher will be combined over the previous three years to calculate an individual teacher MGP. Teachers lacking 20 individual SGP scores linked to them over the prior three school years will be classified as non-tested grade and subject teachers and given a school MGP score.

Final EES Growth Score Determination

Hawaii Growth Model ratings of 1-4 for teachers with an available teacher MGP are based on the scoring bands described below. The bands are based on the belief that effective teachers provide a year's worth of learning to the majority of their students. Teachers meeting this standard are considered effective, those doing more are considered highly effective, and those not meeting this standard are not. A SGP of 50 can be considered a year's worth of growth, and this value plus a small cushion provide the anchor to the cut scores.

EES Rating	Corresponding Range
1	≤30
2	>30 and <40
3	40 – 60
4	>60

Hawaii Growth Model ratings of 1-4 for schoolwide ELA MGPs are based on the following scoring bands.

EES Rating	Corresponding Range
1	≤39
2	>39 and <44
3	44-57
4	>57

Hawaii Growth Model in Context

A fifth-grade classroom teacher provides both ELA and mathematics instruction. In April, the teacher verifies the class roster, validating the timeline of enrollment for each student that has come into and withdrawn from the class. Students' ELA and mathematics growth percentiles will be attributed to the teacher and weighted based on the length of the period of enrollment. The teacher's median growth percentile (MGP) – the middle value of the students' growth percentiles for both ELA and mathematics in that classroom -- will be weighted according to the verified roster attribution. The MGP will be converted into a 1-4 rating according to the scoring range for each numeric rating. Classroom teachers of tested grades and subjects will receive their 1-4 Hawaii Growth Model score at 25% of their overall summative EES rating through PDE3 at the end of the school year along with the SGP scores for their incoming students at the beginning of the following school year (if they teach ELA or mathematics in grades 4-8).

Another example of the Hawaii Growth Model in context applies to a school registrar in a high school. This employee would be considered a school-level NCT whose schoolwide MGP for ELA would be weighted at 5% of the evaluation score. A first-year registrar with no prior BU5 position would not have the schoolwide MGP for ELA included in his/her rating, and, instead, use one SLO for the entire student growth and learning component of the EES rating.

Student Learning Objectives & School or System Improvement Objectives

Overview

Student Learning Objectives (SLOs) apply to all teachers within the EES. SLOs strengthen the way teachers set goals and support student achievement. SLOs were incorporated into the EES due to their flexibility and ability to unite student, teachers, and administrators in ongoing efforts to improve student achievement. The School or System Improvement Objective (SSIO) is similar to SLOs and serves as an alternate option for NCTs.

Teachers engage in the design and implementation of SLOs as they prioritize curricular goals, gather and analyze data to determine student readiness levels, and support individual learner needs. The SLO process promotes meaningful conversations between teachers and administrators about data, assessment methods, and instructional strategies to improve student learning. It also presents opportunities for educators to document the impact they make on students.

For classroom teachers, SLOs contain long-term academic goals that teachers set for students at the start of a course or semester. These targets shall be specific; measurable; informed by initial readiness evidence; aligned to state standards or national standards; and specific to the grade level, department or discipline taught. Thus, SLOs should reflect the most important learning specific to the course or subject and grade for the semester or year. Schoolwide focus areas may be integrated into SLOs through the instructional strategies component.

NCTs who might not work directly with students but instead work toward school or system improvements may choose to complete the SSIO instead of the SLO. The administrator and teacher should work together to determine if a SLO or SSIO is most appropriate. However, the administrator may select the most appropriate format, if the teacher and administrator cannot agree. Development of the SSIO is an opportunity to set clear goals targeted for school or system improvement and should be approached as a process that engages the NCT in creative problem solving, monitoring, and rich dialogue. An SSIO is comprised of four elements: a goal, expected target(s), evidence and success criteria, and strategies.

Indicators

SLOs, which are comprised of goals, assessments, targets, and strategies, address one class period or subject area. An important aspect of developing quality SLOs is the attention to the rigor in the Hawaii Common Core and the expectations of a graduate. The SLO learning goal established for the length of the instructional interval is connected to a set of meaningful standards. Thus, teachers are encouraged to support learning at the highest Depth of Knowledge level (DoK). SLOs must be set minimally at a DoK level 2 for pre-kindergarten to second-grade and DoK level 3 for third-grade to twelfth-grade levels.

SLOs for classroom teachers and NCTs follow a parallel structure but have modified requirements to account for the fact that NCTs may not be directly responsible for student outcomes. NCTs who do not have access to students or student data can use the SSIO template and process to set strategic goals aligned to school, complex area, or state priorities. These targets should support the operational work and services performed by NCTs to schools, educators, students, parents, etc.

Goals

Explaining the goal with enough specificity allows for a rigorous SLO, which is the foundation that the other three parts of the SLO are built on. If done well, then everything built around it will be stable and strong.

Classroom Teachers	Non-Classroom Teachers	SSIO for Non-Classroom Teachers
Learning goals are:	Goals are:	Goals are:
<ul style="list-style-type: none"> A description of what students will be able to do at the end of the instructional term Based on the intended standards and curriculum that are being taught and learned As close to the individual student as possible, allowing for a variation based on the current achievement levels of individual groups of students 	<ul style="list-style-type: none"> A description of what will be accomplished at the end of the instructional term Based on the professional standards, as appropriate 	<ul style="list-style-type: none"> A description of what will be achieved at the end of the year or semester Based on the professional standards, as appropriate Connected to student outcomes, whenever possible Impact on non-classroom teacher knowledge, skills, behavior, and/or reflective of school, complex, or state systems and processes

Personnel Policies

The IMAG Academy affirms that it is an equal-opportunity employer, seeking highly dedicated and effective teachers and support staff. Interested applicants must demonstrate a dedication to their profession, be self-motivated, and excellent interpersonal skills necessary for collaboration and teamwork with others within The IMAG Academy's community.

Equal Opportunity

The IMAG Academy does not discriminate based on race, sex (including gender identity or expression), sexual orientation, age, religion, color, ancestry, disability, marital status, arrest and court record, or domestic or sexual victim status. The IMAG Academy will provide reasonable accommodation to an employee or job applicant with a disability.

Non-Discrimination

No employee or agents of the School shall engage in any form of discrimination that is prohibited by any applicable federal, State or county law including, but not limited to, Sec. 378-2, HRS.

Sexual Harassment

In accord with applicable law, The IMAG Academy does not tolerate sexual harassment, which is defined as 'unwanted sexual advances or other unwanted offensive visual, verbal, or physical conduct of a sexual nature'.

Collective Bargaining

School employees may be subject to collective bargaining rules under Ch. 89, HRS, and, if applicable, shall comply with any master agreements, as negotiated by the State. The Academy may elect to enter into a supplemental collective bargaining agreement that may contain cost and non-cost items.

Teacher Credentials

Teachers at The IMAG Academy shall comply with applicable State licensing requirements consistent with the Elementary and Secondary Education Act and applicable collective bargaining agreement(s). Teachers shall be licensed by the Hawaii Teachers Standards Board.

Evaluations

The IMAG Academy shall implement director and teacher evaluation systems that are in compliance with Board of Education Policy 2055.

Criminal Background Checks

Employees are subject to criminal background checks, in accordance with Sec. 846-2.7, HRS, to determine suitability for working in close proximity to children. Information obtained pursuant to this provision shall be used exclusively by The IMAG Academy for the purposes of determining whether a person is suitable for working in close proximity to children. All such decisions shall be subject to applicable federal laws and regulations. The IMAG Academy may terminate the employment of any employee or deny employment to an applicant if the person has been convicted of a crime, and if The IMAG Academy finds by reason of the nature and circumstances of the crime that the person poses a risk to the health, safety or well-being of children.

REPORTING CHILD ABUSE OR NEGLECT

In compliance with Act 193, SLH 2006, which became law on July 16, 2006, and revised Section 350-1.1 subsection (b) reading as shown below, the Governing Board of The IMAG Academy adopts the following statement as policy:

All school staff members are mandated reporters and shall report suspicion of child abuse and neglect to the Child Welfare Services (CWS), Department of Human Services, (formerly known as the Child Protective Services, CPS), and shall immediately notify the principal or designee regarding the report made to CWS pursuant to Section 350-1.1, HRS.

In the language of the Act quoted above, staff members are defined as persons working at the school in the following capacities: full time employees, casual employees, temporary contract employees (TCE), and volunteers. If a school staff member fails to report suspected abuse or neglect, the individual may face criminal charges amounting to a petty misdemeanor as defined in Section 701-107, HRS. Someone convicted of a petty misdemeanor "may be sentenced to imprisonment for a term not to exceed thirty days and/or a \$1,000 fine."

DRUG-FREE WORKPLACE

The IMAG Academy is committed to maintaining a drug free workplace pursuant to the Federal Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities of 1989. The unlawful manufacture, distribution, possession, sale, or use of any illegal drug or drug paraphernalia, the inappropriate use of any prescription drug, or the use of any alcohol on school premises by employees of The IMAG Academy is strictly prohibited.

Disciplinary action shall be imposed upon any employee who acts in violation of this prohibition.

Employees may be placed on leave or leave-pending-investigation in accordance with the applicable collective bargaining agreement. Depending upon the severity of the violation, employees may be discharged. As a condition of employment, all employees must abide by the terms of this policy. In addition, all employees must notify the school administrator of any workplace-related criminal drug conviction no more than five working days after such conviction. An employee's failure to comply with this provision may result in discharge from the school staff.

Any employee who suspects he or she may have an alcohol abuse problem is encouraged to seek assistance before the problem affects employment status. On Oahu, information regarding counseling services may be obtained from the State REACH program (Resource for Employee Assistance & Counseling Help - www.worklifehawaii.org) at 543-8445.



Attachment FF
Facility Supporting Documentation

Proof of Intent

International City of Refuge
(94-889 and 94-929 Waipahu Street)

And

Filipino Community Center (FILCOM)
(94-428 Mokuola Street)



January 30, 2015

Aloha Dr Wayne Anderson-

I know you can relate to the difficulties of starting a new organization from the ground up. As the land owner of a large portion of your neighborhood, I was hoping you would be willing to help. As we are currently in the approval process, we hope to start a discussion to see how we can create a win-win partnership.

We are a new proposed public charter school looking to open for the school year 2016-17. During this first year, we will need 9 classrooms and a small administrative office. Although Waipahu spans across six square miles from Leeward Community College to the entrance of Ewa, we are striving to locate our facilities in your area. This option affords us the opportunity to partner with you, the YMCA, the FILCOM Center and other organizations in the area for additional classroom space, possible auditorium and athletic and fitness activities. This area also provides a number of other leasing opportunities to be creative and flexible with our initial space and facility requirements, as well as our growth over time. I believe this will truly be an exciting community-wide effort.

As you review the table below of my initial thoughts, I hope you'll realize the number of possibilities to our facility requirements is limitless...only limited by our imagination. Another important point to remember, The IMAG Academy will grow into a K-12 school divided into three school levels; elementary (K-5), middle (6-8), and high school (9-12). If necessary, these levels could allow us to entertain one, two or three locations or campuses for our school. As we look to be a long-term occupant in the area, we are aware of your current leasing obligations and church usage decisions, I look forward to working with you to address your concerns.

The following two pages include basic information about the school that I hope will be helpful. I look forward to our work together.

Use of Space Possibilities-Initial Thoughts		
Church Space	Possible School Use	Notes
Ground Floor	Administrative Offices	
2 nd Floor	Classrooms	1. We would return to your required configuration each week/day 2. We would maintain the necessary agreements to ensure your space is maintained for your church use.
Office Space		
Large Meeting & Conference Rooms	Meetings/Classroom	
Post Office	Classrooms and Meeting	



International City of Refuge Partnership

General Information

February 9, 2015

School Year: July - May

School Hours: Monday – Friday
7:00am – 4:30pm

Facility Rent: Administrative Offices – Normal Lease Terms
2nd Floor and Post Office – Dual Use Fees

Equipment Rent: 2nd Floor – Flexible arrangement (Part of Facility Dual Use Fees?)

Use of Space Possibilities-Initial Thoughts		
Church Space	Possible School Use	Uses
Ground Floor	Administrative Offices	Reception Area – School Office
2 nd Floor Office Space	Classrooms	Grades 7 – 8 (150 students)
Large Meeting & Conference Rooms	Meetings/Classroom	Grades 7 -8 and Staff (Flexible times)
Post Office	Classrooms and Meeting	Grade – Kindergarten (60 students)

Notes:

1. The 2nd floor spaces would house Grades 7-8 and school related meetings
2. The FILCOM Center is being looked at to house our cafeteria for our lunch service.
3. Other buildings in the area are being looked at to accommodate our continued growth; Milltown, Waipahu Store, FILCOM Center, Highway Supermarket, Salvation Army.
4. Partnerships are being planned for other services and class areas; YMCA, Ballet Hawaii, Hans L'Orange Park



The IMAG Academy will be an engaging, project-based learning environment for 915 students K-12 with its first year open to 210 students in K, 7 and 8. At the core of The Academy are its IMAG and family culture.

An IMAG student will learn to connect their heart and mind as they thrive in uncovering the IMAG characteristics. They will build upon content subject area knowledge and skills through community based value-added projects where students will be able to apply the methods of business, arts, science and engineering (V-BASE). Learning will be relevant and students will be mindful of their community as they learn how to align their actions to the opportunities existing in the real world.

Our vision is to become a community resource raising generations of innovative, mindful, accepting, and giving citizens grounded in their knowledge and capabilities to create and sustain successful and peace-filled communities.

Our mission as a K-12 public charter school is to provide a small, family-like environment to prepare mindful citizens capable in excelling in college, career and life through creating a continuum of experiences where the strengths and potential of the individual and community can flourish.

Our values guide what we believe...

- ~Innovation and mindfulness are pillars to sustainable communities.
- ~Acceptance and giving creates unlimited learning experiences built on positive interactions.
- ~All citizens are capable, curious, and creative.
- ~Everyone and everything is connected.
- ~Learning is a continuum of social experiences.
- ~Knowledge, skills, and persistent action ensure success.
- ~Mastery uncovers confidence and value within oneself and others.
- ~Challenging real world experiences enhances relevance and a sense of belonging.
- ~Relationships foster collaboration as we strive to enable a peace-filled world.

Our vision, mission and values will guide all aspects of our decisions. Our values highlight what is important to us as we create a strong and supportive teaching community in order to develop an engaging and positive learning environment.

Academic Year	Planned # of Students	Grade Levels Served
Year 1 (2016/17)*	210	K, 7-8
Year 2 (2017/18)	345	K-1, 7-9
Year 3 (2018/19)	480	K-2, 7-10
Year 4 (2019/20)	615	K-3, 7-11
Year 5 (2020/21)	765	K-4, 7-12
Year 6 (2021/22)	840	K-5, 7-12
Year 7 (2022/23)-Capacity	915	K-12 K-5 – 390 students 6-8 – 225 students 9-12 – 300 students

*Dependent upon receiving a Hawaii State Commission Approval in August 2015

Our Students

Our anticipated student population will provide us with both academic and social and emotional challenges. As educators serving within this community, we have found our students to be respectful, pleasant, and willing to go the extra mile when an engaging learning environment is created. Family and friends are central to these students' lives and can play a critical role in their level of success. School pride and a sense of belonging are important.

Of the 9387 students enrolled in Waipahu public schools, 5510 of them qualify for free and reduced lunch suggesting a 59% FRL. But as we honed into our prospective location between August Ahrens and Waipahu Elementary, we found we should expect approximately 70% of our elementary, and 64% of our intermediate and 57% of high school students will qualify for free and reduced lunch, about 6% would require Special Education services, and 27% elementary and 23% of intermediate and 11% of high school students will not consider English as their first language.

As important, we believe the majority of the students will be Filipino (60+%) with a number of other culturally diverse and strong ethnic groups being represented, such as Native Hawaiian, Micronesian, and Samoan. Our diverse student body also points to the importance for a positive school culture that provides a safe and nurturing social and learning environment for all students.

School and Student Demographics					
School/Grades	# of Students	Free & Reduced Lunch		English Language Learners	
1. Waipahu High 9-12	2450	56.7%	1388	10.9%	266
2. Waipahu Inter 7-8	1289	63.8%	822	23%	296
3. August Ahrens K-6	1427	59.3%	846	19.2%	274
4. Waipahu Elem K-6	1044	87.9%	961	37.6%	411
5. Kaleiopuu K-6	987	42.2%	417	4.3%	42
6. Honowai K-6	805	71.1%	567	13.4%	107
7. Kanoelani K-6	729	37.4%	273	3.8%	28
8. Waikele K-6	614	38.4%	236	10.9%	67
Total	9387	37.4 – 87.9%	5510	4.3% -37.6%	1491

Operating Budget Estimates

as of Dec 2014

	Year 1 2016-17 210	Year 2 2017-18 345	Year 3 2018-19 480	Year 4 2019-20 615	Year 5 2020-21 765	Year 6 2021-22 840	Capacity - Year 7 2022-23 915
Income							
State \$/student	\$1,302,000	\$2,139,000	\$2,976,000	\$3,813,000	\$4,743,000	\$5,208,000	\$5,673,000
State Reimbursements*	155,886	233,829	366,015	474,501	582,987	637,230	691,473
Total Income	\$1,457,886	\$2,372,829	\$3,342,015	\$4,287,501	\$5,325,987	\$5,845,230	\$6,364,473
Expenses							
Personnel*	1,283,086	1,918,369	2,635,927	3,289,780	3,849,472	4,102,912	4,356,352
Facilities	231000	357000	315000	462000	714000	840000	945000
Misc Items**	52500	86250	120000	153750	191250	210000	228750
Total Expenses	1,566,586	2,361,619	3,070,927	3,905,530	4,754,722	5,152,912	5,530,102
Net Income/Deficit*** (Fundraising Targets) Available Program Funds	(\$108,700)	\$11,210	\$271,088	\$381,971	\$571,265	\$692,318	\$834,371

*Personnel estimates are based on ideal student/adult ratios. In addition, some of these costs may be covered by HI DOE special services provided to all public schools, therefore lowering our personnel costs accordingly. Actual reimbursements will be determined by the HI DOE. The "State Reimbursements" are provided as an estimate and listed as income.

**Miscellaneous costs are still being determined. As the biggest costs will be personnel and facilities, this estimate is included as a place holder until other costs can be finalized.

***This operating budget line item reflects an estimate of our net operating budget. It reflects personnel expenses for a "best possible scenario". If this total is a negative amount, this total should guide us toward identifying possible cuts in our expenses and/or acquiring alternative funding (grants and fundraising). If this total is positive, it will allow us to provide funds for additional classroom and school programs.



The current members of the governing board are Cheryl Cudiamat and Hanlan Bowler, and Sheila Buyukacar.

1. Cheryl Cudiamat
 - a. Bachelor and MBA in Business Administration
 - b. Founder and owner of a preschool; Keiki Care Center of Hawaii
 - c. Expertise: Business startup and management
2. Hanlan Bowler
 - a. 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
 - b. Science educator since 1997. Held project based teaching and resource positions in all school levels; primary, middle, and high school.
 - c. Expertise: Project-based curriculum, classroom educator
3. Sheila Buyukacar
 - a. Master's in Education – Curriculum and Instruction
Master's in Information Resource Management
Bachelor and Master's in Business Administration
 - b. Retired USAF officer
 - c. Founder and owner of a leadership training company; Focused Reality
 - d. Founder and owner of Information Technology Consulting firm; Organizational Logic
 - e. Created and taught project-based, community-centered curriculum; DreamSmart
 - f. Created project-based, community centered program during 2009 Furlough Friday; Friday Connections
 - g. Expertise: Organizational development, educational best practices

With the help of our three current board members, other DOE contacts and Mr Tom Mitrano, we plan to recruit members both for our founding board and governing board throughout the application review period and startup phase.



January 9, 2015

Aloha Donnie-

It was great to meet with you and discuss a future partnership with the FILCOM Center. I look forward to working with your Program Committee in creating a win-win relationship where both of our organizations can excel in fulfilling our visions and missions in a way that can help sustain us into the future.

Although Waipahu spans across six square miles from Leeward Community College to the entrance of Ewa, we are striving to locate our facilities in your area. This option affords us the opportunity to partner with you, the YMCA and other organizations in the area for possible auditorium and classroom space and athletic and fitness activities. This area also provides a number of other leasing opportunities to be creative and flexible with our initial space and facility requirements, as well as our growth over time. I believe this will truly be an exciting community-wide effort.

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Use of Space Possibilities-Initial Thoughts		
FILCOM Space	Possible School Use	Notes
Office Space	Administrative Offices	Small & Large Spaces
Office Space	Classrooms	Small & Large Spaces
Auditorium	Multi-Class gatherings	Partial & Entire area
Courtyard	Multi-Class gatherings	Partial & Entire area
Auditorium	School/Student Gatherings	Partial & Entire area Possible Catering
Courtyard	School/Student Gatherings	Partial & Entire area Possible Catering
Auditorium	Cafeteria-Lunch	Partial & Entire area Possible Catering
Courtyard	Cafeteria-Lunch	Partial & Entire area Possible Catering
Computer Room	Classroom	IT related subjects
Kitchen	Class Instruction	Culinary instruction
Conference Rooms	Meetings	Faculty & Student



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Total	9387	37.4 – 87.9%	5510	4.3% -37.6%	1491

Attachment GG – Startup Plan

Our Startup Plan consists of many tasks to ensure the opening of The IMAG Academy as a fiscally aware and organizationally sound school focused on our student's performance accomplishment.

VI.G.1a & b. Startup Period – Funding, Facility Financing – Renovation of Facility

Our plan to obtain financing for the Year 0 Budget and Year 1 Operating estimates, to include the proposed school facility and possible renovations are outlined in the table below. It will consist of the following two fundraising activities.

1. Grant requests per the Possible Sources of Funds table located in our Attachment NN, Budget Narrative. A snapshot of a portion of this table (Startup and Year 1) is included below.
2. Two fundraising activities during the startup period; The IMAG Art and Product Show and The IMAG Academy Intersession. These are briefly described below the Funding-Fundraising Timeline table.

The renovation(s) schedule would be dependent upon final facility decisions and leasing arrangements. If our first choice in facilities is realized, renovations would be minimal or not required. Currently, permitting tasks are planned to commence sometime in Feb/March 2016 for occupancy to occur in May 2016, dependent upon receipt of planned funds and lease terms.

Funding-Fundraising Timeline		
Time	Tasks/Activities	POC
Mar-Apr 2015	1. Finalize non-profit fiscal agent partnership 2. Complete non-profit organization application 3. Identify and acquire Grant Writer services	Sheila/Pono/Tom/Cheryl
Apr 2015	4. Make initial grant inquiry to Harold K. Castle Foundation	Sheila/Fiscal Agent/ Grant Writer
May 2015 til Grant Award(s)	5. If invited, submit grant request - Castle Foundation 6. Submit other-grant requests for 2015 planning funds 7. Submit grant requests based on grant deadlines	Sheila/Grant Writer
Jun-Jul 2015	8. Develop/Finalize IMAG Art and Product Show details, logistics, and feasibility (breakeven analysis)	Sheila
Aug 2015	9. Approach Leeward Area School Principals, Business, Technology, ELA and Arts Teachers regarding their interest in participating in IMAG Art and Product Show (Fundraiser)	Sheila
Sep-Nov 2015	10. Visit Schools participating in the Show 11. Work details for successful show	Sheila/Pono
Dec 2015	12. IMAG Art and Product Show 13. Receipt of Grant(s) - Assess Funds Development Results	Sheila/Pono Sheila
Jan-Mar 2016	14. Submit additional grant requests, if necessary 15. Conduct Open Houses with Art & Product Mini Shows 16. Lease discussions and agreements a. Request permits if necessary b. Renovation begins upon proper approvals	Funds Development Committee/Sheila Facilities Task Force/ Sheila
Mar-Spring Break 2016	17. The IMAG Academy – Intersession (Fundraiser)	Parent/Student Coordtr Intersession Teachers
Apr-Jul 2016	18. Assess Funds Development Results 19. Submit grant requests, if necessary 20. Conduct Open Houses with Art & Product Mini Shows	Funds Development Committee/Sheila

The IMAG Art and Product Show and Mini Shows – Fundraiser

General Concept: Provide public and private school students across the central leeward area a venue to display and auction their work. Funds received will be split (TBD) between the participating teacher, student, and The IMAG Foundation. Items created by students will be auctioned (may be paired with donated/sponsored items) to show off what students can do and the possible products they can create through project based learning.

Venue: An Art & New Product Opening Night

Place: FILCOM or YMCA (TBD)

Participants: Leeward area students, all grades

Invitees: Local business and community leaders, government officials, parents, teachers, students

The IMAG Academy Intersession - Fundraiser

General Concept: Provide a community-centered project based learning environment for students during an intersession. Fees will be charged. Scholarships may be available. Incoming IMAG Academy students will be able to “transition” and others would experience project based learning first hand. In addition to it being a possible fundraiser, intersessions would be a form of advertising of what The IMAG Academy students will learn to do well; create solutions and/or products based on community-centered concerns.

Venue: March 2016 Spring Break

Place: FILCOM, City of Refuge Facility (TBD)

Participants: Leeward area students, grades 6 and 7 (possible incoming students to The IMAG Academy)

Possible sources of funds, property, and other resources					
Year	Funding Source	Type	Amount	Timing	Status
Year 0	Harold K. Castle	Foundation-Grant	\$420,000*	Startup-Year 1	Initial request -April
	US DOE CSP	Charter School Program-Grant	TBD	Startup-Year 1	Contingency
	George Lucas Ed Foundation	Foundation-Grant	TBD	Startup-Year 1	Contingency
	Verizon Innovative Learning Grant	Foundation-Grant	TBD	Startup-Year 1	Contingency
	Ulupuno	Foundation-Grant	TBD	Startup-Year 1	Contingency
	Schools of the Future	Foundation-Grant	TBD	Startup-Year 1	Contingency
Year 1	City of Refuge Church	In-Kind Donation** Space Sharing-Rent Reduction	\$24,000 \$2K/month	Startup-Year 1	Leasing options to be discussed
	FILCOM Center	In-Kind Donation** Rent Reduction	\$12,000 \$1K/month	Startup-Year 1	Leasing options to be discussed
	Community Partners	Donations (2 partners @ \$2,500)	\$5,000	Year 1	Anticipated
	School Community Parents-Family	Donations (52 families – 25% of student # @ \$100)	\$5,200	Year 1	Anticipated
	School Fundraisers – Community Events	Donations	\$5,000	Year 1	Anticipated
	School Community Parents-Family	In-kind donation Equipment/Furniture	\$6,000	Startup-Year 1	Anticipated

VI.G.1c Startup Period – Marketing to Families and Developing Partnerships

Our recruitment plan includes marketing via flyer distribution, website/blog, Mid-Week calendar listings, Twitter and Facebook posts, informational sessions, open houses, school fundraising events, transition programs, attendance at community events, and strategically placed community banners. Press releases will be distributed to inform print newspapers like the Mid-Week and the FilAm Courier in hope to draw their interest to writing a featured article on school events.

The goal of our marketing plan is to create a consistent and continuous presence within the community. We plan on doing this by creating a communication plan that feeds pertinent and interesting information to our families and partners about our programs and events. In general, this would include, but not be limited to the following tasks.

1. Distribution of flyers to families and partners
2. Posting of events on various social mediums
3. Regular media announcements via press releases
 - a. Announcements of events, programs or deadlines
 - b. Documentation of events via photos and copy
4. Post information on applicable event calendars

In addition, especially during the startup and growing years, part of our committee/task force structure will include a focus on the marketing to our diverse family community within the Waipahu and surrounding areas. This task force's responsibilities will also include an on-going review of other possible, more effective ways to recruit and market the school in order to ensure equal access to all interested students and families across Waipahu and central leeward area.

Partnerships will be formed in order to distribute informational flyers (or e-mail notices) to these focused programs which spans across families in poverty, families of students with diverse academic abilities (gifted and talented, low-achieving, at-risk, special needs, etc) and families with relatively higher incomes and/or levels of formal education. These flyers/notices would offer a newsletter sign-up option as well as information guiding them to our blog, various posts, and our website event page.

- All early childhood care centers and programs in supporting areas
 - Early Headstart and Headstart programs
 - Non-profit infant care and preschool programs
 - Private infant care and preschool programs
- Mom focused and family related clubs and groups
- All elementary schools in the area (7th grade applicants)
 - Waipahu, Mililani/Wheeler, Ewa Beach, Kapolei/Makakilo
- The surrounding intermediate/middle schools in the area (8th grade applicants)
 - Waipahu, Mililani, Ilima, Kapolei, Pearl City Highlands
- Private schools not offering high school
 - St Joseph's Catholic School
 - The Children's House
 - Pearl Harbor Christian Academy (in Waipahu)
- Paid tutoring programs in the area (applicable grades)

- Afterschool tutoring and special programs (applicable grades)
 - Parks and Recreation
 - YMCA

In addition to family outreach, our efforts will also require partnerships with a variety of public and private school and community service program staff, administrators, and directors. The list of community service programs with multiple locations and programs within the leeward central area would include, but not limited to the following.

- Keiki O’Ka Aina Learning Centers
- The Institute for Native Pacific Education and Culture (INPEACE)
- Partners and Children Together (PACT)
- Child and Family Services

Our communication plan will include school programs and events to enhance relationship building between students, parents and the school. These types of events are also a form of marketing. For example, our school transition programs for middle school and kindergarteners are offered as a way for students and families to become more comfortable with normal school progressions and our instructional strategies. We believe these are positive characteristics to be considered during a student’s or family’s decision-making on which school is chosen.

The following table, Year 0 – Marketing & Student Recruitment Timeline, list a timeline and responsible or coordinating individual(s) of the specific tasks relating to marketing and student recruitment efforts during our startup.

Year 0 – Marketing & Student Recruitment Timeline		
Time	Tasks/Activities	POC
Aug 2015	1. Announce via Press Release (PR)- Commission approval 2. Approach Leeward Area School Principals, Business, Technology, ELA and Arts Teachers – Invite to The IMAG Art and Product Show (Fundraiser)	Sheila
Sep-Nov 2015	3. Announce via PR –The IMAG Art and Product Show 4. Visit Schools participating in the Show 5. Blog/post on social media	Sheila/Pono
Dec 2015	6. IMAG Art and Product Show 7. Follow up via PR – The Show Results 8. Distribute Enrollment/Admission Information – Flyer/website/social media/PR 9. Set and Announce “Transition Days/Nights” for new kindergarteners and 7 th graders	Sheila/Pono Sheila
Jan-Feb 2016	10. Distribute Enrollment/Admission Information again 11. Distribute The IMAG Academy – Intersession Information 12. Post strategically placed banners 13. Conduct Open Houses with Art & Product Mini Shows	Sheila/SASA
Mar-Spring Break 2016	14. The IMAG Academy – Intersession (Fundraiser)	Parent/Student Coordtr Intersession Teachers
Mar 2016	15. Announce results of “lottery” via PR and email/newsletter	Sheila

Apr-Jul 2016	16. Distribute student successes from Intercession and Mini Shows 17. Distribute information/invitation – Transition Programs 18. Conduct Open Houses with Art & Product Mini Shows 19. Conduct transition programs	Parent/Student Coordtr
Aug 2016	20. Distribute information/successes – Transition Programs, Roundtable sessions and partnerships	Parent/Student Coordtr

Note: Distribute/announce would mean to use all applicable media; flyer, website, social media, PRs, etc.

In addition to our marketing efforts to recruit students, developing community partnerships is critical to our community centered, project based learning practices. The following table, Year 0 – Community Partnerships, list a timeline and responsible or coordinating individual(s) of the specific tasks relating to building community partnerships during our startup.

Year 0 – Community Partnerships		
Time	Tasks/Activities	POC
April 2015	1. Request to present at board meetings a. Waipahu Neighborhood Board b. Waipahu Community Foundation c. Enterprise Honolulu d. UH/Chaminade/HPU Entrepreneur Centers e. Business Roundtable f. Leeward Community College/UH-West Oahu	Sheila/Pono
May 2015	2. Present at various board meetings a. Garner any support/donations for “supplies” 3. Survey school (public and private) administrators and teachers for possible participation in IMAG Art and Product Show	Sheila
May-July 2015	4. Meet with local businesses in Waipahu a. Survey interest in IMAG Art and Product Show i. Identify possible “concerns” and/or ideas	Sheila/Pono
Aug 2015	5. Approach Leeward Area School Principals, Business, Technology, ELA and Arts Teachers – IMAG Art and Product Show (Fundraiser)	Sheila
Sep-Nov 2015	6. Visit Schools participating in the Show 7. Work details for successful show	Sheila/School POCs/Partners
Dec 2015	8. IMAG Art and Product Show 9. Distribute information about “success”	Sheila Sheila
Jan-Mar 2016	10. Canvas partners and other local businesses a. Survey interest in Intercession i. Identify possible “concerns” and/or ideas	Sheila/Project Coordntr
Mar-Spring Break 2016	1. The IMAG Academy – Intercession (Fundraiser) a. Partners, Project Coordntr, Intercession Teachers	Sheila/Project Coordntr
Apr-Jul 2016	11. Canvas partners and other local businesses a. Survey interest in Fall Roundtable i. Identify possible “concerns” and/or ideas	Sheila/Project Coordntr/ Teachers
Jun-Jul 2016	12. Identify Partner(s) for Semester Project/Roundtable	Sheila/Project Coordntr

VI.G.1d Startup Period – Staff Hiring and Professional Development

Hiring of teachers, administrative and support staff during the startup period is planned to ensure we are properly oriented and trained in a number of areas important to our instructional framework.

Staff Hiring Plan – Although our recruitment will be a continuous and on-going effort, we plan to have three distinct hiring cycles. Each cycle will be preceded by at least one month of advertising of vacancies. The cycles will allow us to provide prospective applicants deadlines and to help us to align our staffing needs with those activities required to support the many activities during startup. Summer contracts will be used to pay personnel for their services during the startup months before a normal school year contract can be honored. The following is the current hiring plan

1 st Hiring Cycle	Jan – Mar	SASA, Business Manager, 2 teachers, 1 assistant, resource teacher, project coordinator, facilities, IT person
2 nd Hiring Cycle	Apr – May	Rest of educators, parent coordinator, counselor
3 rd Hiring Cycle	Jun – Jul	Security & unfilled positions

Our first hiring cycle will help us to finalize the necessary documents, processes, and procedures for our intersession program in March. In addition, we hope to have these same educators to help with our curriculum review, alignment, modifications, and project extensions scheduled for April 2016. This will aid in finalizing our curriculum order scheduled for May 2016.

Staff Professional Development –Several professional development opportunities are planned during the startup period. The IMAG and School Family Structures and Practices sessions are scheduled throughout April, May and June. Although these sessions will be highly recommended for future IMAG employees, they are not required. These sessions will be open to anyone interested in attending.

Our School Orientation and Professional Development is scheduled July 18-29, 2016 for all employees.

The following table, Year 0 – Hiring and Professional Development, list a timeline and responsible or coordinating individual(s) of the specific tasks relating to hiring and training our personnel during our startup.

Year 0 – Hiring and Professional Development		
Time	Tasks/Activities	POC
June-July 2015	1. Review all personnel and hiring policies/criteria/processes – Modify as necessary	Sheila
Aug 2015	2. Upon approval – set meetings with charter commission performance representatives 3. Meet with leeward/Waipahu union representatives to discuss possible amendments 4. Submit amendment requests	Sheila
Sep-Nov 2015	5. Re-adjust policies to accommodate non-approval of amendment requests	Sheila
Dec 2015	6. Advertise upcoming vacancies	Sheila
Jan-Feb 2016	7. Hire SASA and Business Manager 8. Start interviewing process	Sheila
Feb-Mar	9. Start 1 st Hiring Cycle –2 teachers, assistant, resource teacher,	Sheila

2016	project coordinator, facilities, IT person 10. Training for intersession personnel	
Mar-Spring Break 2016	11. Intersession Fundraiser	Sheila/Staff
Apr-May 2016	12. Start 2 nd Hiring Cycle a. Rest of educators, parent coordinator, counselor	Sheila
Apr-Jun 2016	13. Optional Professional Development a. IMAG and School Family Structures and Practices – The Whys and Hows (6 sessions-Open/not required)	Sheila/Resource Teacher/SASA
Apr 2016	14. Curriculum alignment – modifications – project extensions a. 2-3 teachers, assistant, resource teacher, project coordinator, Director	Sheila/SASA/Business Mgr/Resource Teacher
May 2016	15. Adjust and Order Curriculum	Sheila/Business Mgr
Jun-Jul 2016	16. Start 3 rd Hiring Cycle a. Security, unfilled positions	Sheila/Resource Teacher/SASA
18-29 Jul 2016	17. School Orientation & Professional Development – All Staff a. School Overview – IMAG Practices b. School Family c. IMAG Academy Structures i. PARs, FORE teams, Advisory Groups, etc d. Project Based Learning – Roundtable, etc e. Evaluation Systems/Tools f. Teacher and Staff Determined Training (TBD)	Sheila/SASA

VI G.1e. Startup Period – Board Recruitment - Transition – Development

The IMAG Academy's Founding and Governing Boards will play pivotal, but different roles in the successful implementation and development of our school's capacity to provide the academic rigor and relevance for its students while being effective and efficient in governing itself operationally and fiscally. Each board will be made up of members with a diverse set of experiences and expertise required for their roles and responsibilities during a specific time in the lifecycle of The IMAG Academy.

Prior to and during this application period we have and will continued to recruit board members to ensure our founding board a diverse perspective with the proper professional expertise to develop and implement a fiscally responsible and organizationally sound school. Our founding board will require hands-on working members to both assist in raising funds, developing the governance practices (systems, structures, and policies) and the physical implementation of the school. Therefore, the collective skills we have attempted to gather for an ideal founding board of 9 members willing to do the necessary legwork are the following.

1. Financial management, budget preparation/execution and accounting
2. Curriculum and instructional development-project based learning
3. Governance, program or project management
4. Non-profit governance
5. Academic management and oversight
6. Labor relations, collective bargaining
7. Contract development, negotiations, and execution

8. Human resource management
9. Marketing, public relations, and/or communications
10. Funds development and/or fundraising
11. Law or legal affairs
12. Facilities renovation and management

At this point in time, our six current board members provide us with a collective skills set of financial management, budget preparation, general accounting control practices, governance system development, project management, contract development, curriculum and instructional development, project based learning implementation, and marketing and communications. In addition to these skills, we have had a village of experts helping us better understand the details of educational government and union policies, practices and realities.

As we looked to these experts, we've been able to recruit advisors to help us with specific implementation activities required within our plan. Their help assures us our ability to implement our charter school plan. It also gives us the motivation to continue our recruitment efforts through the application review phase to find the additional 3 to 4 professionals with a good understanding and belief in our school's vision, mission, instructional strategies and with the willingness to agree to the time commitment required of a hands-on founding member or to being a governing board member.

With bylaws and most of the governance policies drafted, the transition to a governing board upon our school opening will be smoother. As the Governing Board strives to focus on collective decision making and building continuous improvement processes into our governance practices, we know member recruitment is and will continue to be critical. In addition, we realize our ability to orient, train, and develop the objectivity and capacity of our new founding members will be essential. It will also be important when transitioning to a governing board with a focus on effective and efficient analysis of academic outcomes, our financial capacity and health and operational performance.

To ensure a quick ramp-up of our member's knowledge and skills, our board development training will consist of an orientation to our governance structures to help keep meeting effectiveness and collaboration at its highest. In addition, training will be in the use of governance best practices and the tools used to guide and support our school leader and those to aid the board's decision making processes as recommended by the National Charter School Resource Center.

Although the Governing Board Bylaws, governance policies and procedures will be reviewed during startup, we believe we have developed these items to represent the long-term practices of The IMAG Academy.

The following table, Year 0 – Board Recruitment-Transition-Development, list a timeline and responsible or coordinating individual(s) of the specific tasks relating to board development during our startup.

Year 0 – Board Recruitment – Transition - Development		
Time	Tasks/Activities	POC
Mar-Apr 2015	<ol style="list-style-type: none"> 1. Meet with advisors – Review past & current efforts 2. Re-evaluate past recruiting efforts 3. Identify candidates to approach and timeline <ol style="list-style-type: none"> a. Tie to expertise & associated time requirements 	Sheila/Pono/Tom

	<ul style="list-style-type: none"> b. Develop a prioritized recruitment list based on additional expertise and/or board member replacement requirements 4. Request meetings with candidates 5. Develop board member orientation 6. Find and select online charter board training 	Sheila
Apr– til board is recruited & trained	<ul style="list-style-type: none"> 7. Identify Board President 8. Conduct new board member orientation and training <ul style="list-style-type: none"> a. Review Governance best practices b. Review bylaws, code of conduct, etc c. Review application and startup plan 9. Identify areas to modify in plan/proposal/policies as needed to reflect new expert advice <ul style="list-style-type: none"> a. Have all board members review proposed changes 10. Meet to discuss/approve 11. Identify interview attendees 	Board President Sheila/Board members
May-Jul 2015	<ul style="list-style-type: none"> 12. Board member meetings <ul style="list-style-type: none"> a. Review and report on startup activity/status/concerns/heads up 13. Conduct orientations and/or training as applicable 	Board President/Sheila
Aug 2015	<ul style="list-style-type: none"> 14. Meet upon charter decision 15. Determine next steps <ul style="list-style-type: none"> a. If approved – Review startup plan-divide up tasks <ul style="list-style-type: none"> i. Form committees/task forces ii. Funds development assessment 	Board President/Sheila
Sep-Nov 2015	<ul style="list-style-type: none"> 16. Board member meetings <ul style="list-style-type: none"> a. Review and report on startup activity/status/concerns/heads up b. Prep/orient for The IMAG Art and Product Show <ul style="list-style-type: none"> i. Members canvas for donations and sponsorships 17. Conduct orientations and/or training as applicable 	Board President/Sheila
Dec 2015	<ul style="list-style-type: none"> 18. The IMAG Art and Product Show <ul style="list-style-type: none"> a. All members should attend 	Board President/Sheila
Jan-Mar 2016	<ul style="list-style-type: none"> 19. Funds development efforts <ul style="list-style-type: none"> a. Re-assess and regroup accordingly 	Board President/Board Members
Jan-Opening 2016	<ul style="list-style-type: none"> 20. Board member meetings <ul style="list-style-type: none"> a. Review and report on startup activity/status/concerns/heads up 21. Conduct orientations and training as applicable 	Board President/Sheila
Apr-May 2016	<ul style="list-style-type: none"> 22. Finalize new Governing Board members 23. Conduct orientations and/or training as applicable <ul style="list-style-type: none"> a. Review Governance best practices <ul style="list-style-type: none"> i. Review bylaws, code of conduct, etc ii. Committee structure 24. Start to add/transition members of Standing Committees 	Board President/Board Members
Jun 2016	<ul style="list-style-type: none"> 25. 1st Week in Jun - Meet with Founding Board and Governing Board <ul style="list-style-type: none"> a. Approve “final” transition plan/activities 	Board President(s)

Jul 2016	26. 3 rd Week in July – Introduce and Honor all board members to staff 27. 4 th Week in July – Introduce and Honor all board members to parents/families	Board President
Aug 2016	28. Roundtable – Introduce all board members to students	Board President
Sep 2016	29. Board Retreat a. Evaluate/Assess Startup – Identify gaps still requiring attention or modification b. Solidify governance practices with a focus on strategic issues, school reputation and funds development through a continuously improving and strong infrastructure	Board President

VI.G.1f. Startup Period – Individual to work to lead development and implementation

Sheila Buyukacar, our School Director, has agreed to work full-time or nearly full-time to lead the development and implementation of the plan to open The IMAG Academy. She has agreed to continue to volunteer her time through the end of December 2015. She has agreed to a work contract from January to July 2016 and is able to do so due to her USAF pension. This is reflected in the Year 0 Budget and will be part of the grant request submitted to Howard K. Castle Foundation in April/May 2015.

Attachment HH

STUDENT ENROLLMENT

The IMAG Academy welcomes all children in the State of Hawaii and who are in the grades currently being offered. We encourage all families in the area and surrounding areas to consider enrolling their children in The Academy.

Eligibility

The Academy is a public charter school and as such is open, based on available space, to any student in the State of Hawaii who is eligible for the grades we currently serve. Potential students will be considered for admission without regard to race, color, ethnicity, national origin, religion, sex, sexual orientation, marital status, income level, academic or athletic ability, disability, need for special education services or lack of proficiency in the English language.

Enrollment Requirements

Students and their families must attend a free mandatory orientation before applying for admission to The IMAG Academy. These are held several times a month during the open enrollment period in order to provide information about The IMAG Academy that will help you to determine if The IMAG Academy is a appropriate fit for your student and family. The acceptance decisions are not made until after the open enrollment/application period is completed (and after a lottery, if necessary).

Enrollment Priority

In order to support a consistent educational environment for all of the children of each family that chooses to join The IMAG Academy, enrollment priority will be as follows:

- a. Current Students
- b. Children of The Academy's staff, founding Governing Board members;
- c. Siblings of currently enrolled students;
- d. Siblings of newly admitted students;
- e. All other Hawai'i students

If there are more students seeking enrollment into a particular grade than can be accommodated, The IMAG Academy will employ a public lottery within a week of the end of the open enrollment period.

Siblings of currently enrolled students must submit an application for admission to receive a position on our school roster. Siblings will be given a space in the appropriate grade if a space is available. If a lottery is required, siblings will not participate in the general lottery process.

Students not admitted as a result of the lottery process will be placed on a waiting list according to their selection position in the lottery. Once the initial admissions have been made and accepted, any remaining openings will be offered to those on our waiting list.

Sibling Policy

If a family has more than one child applying for admission and one student is offered a space, the sibling will be given priority and an available space in the class in which they are applying. If during the lottery process a student is selected for a class, their sibling will be given priority and will be given an available space in the class in which they are applying.

If there is no space available, the sibling(s) will be placed at the top of the waiting list for the grade to which they are applying. If there is already a child that is a sibling who is first on the waiting list, the sibling will then be placed after those previously placed on the waiting list and in the order they were selected in the lottery.

If more siblings apply than there are spaces available in a class, a lottery will be held for those siblings for that grade in the same manner and at the same time as the general admissions lottery. When the class is full, the siblings will be placed on a waiting list in the order they were chosen in the lottery.

If during the lottery a student in a lower grade is given a space and they have an older sibling who was placed on the waiting list for a higher grade during the lottery, the older sibling is given an available space in the class over a previously selected student that does not have a sibling. The displaced student becomes first on the waiting list.

Siblings of currently enrolled students have admissions preference over siblings of newly admitted students.

Children with Special Needs

The vision and mission of The IMAG Academy supports full inclusion into our school and classrooms. Families of students with an Individualized Education Plan (IEP) or section 504 plan must inform the school upon selection and provide timely access to relevant documents. Parents will meet with our school representatives to determine the services needed for their child and what services The IMAG Academy is able to provide. This will help us to ensure the appropriate services are provided for your student.

Application Process and Timeline

Applications will be accepted during an open enrollment period from mid January to mid March prior to the start of a new school year. If the number of applicants exceeds the number of student openings for any given grade, a lottery will be held within one week of the end of the open enrollment period.

Attending a free orientation session during the open enrollment period is required for those applying for admission.

Once the initial admissions have been made and accepted, remaining openings in the school will be filled from the waiting list. Any applications received after March 15th will be considered during the rolling admissions period. Rolling admission runs from mid-Apr to mid-October of each year. During this time, applications are accepted and admission is offered on a “first come first serve” basis if space is or has become available. During the rolling admissions period, students offered spaces are given three weeks or until October 15th (whichever comes first) to notify the office of their intent to accept or decline the space. After August 1, this notice period may be shortened as required.

If a student applies for enrollment in a class that is at full capacity, that student will be placed next in order on a waiting list (please see above in the case of siblings).

Selection Notification

Families are notified of admission by electronic mail.

If a family declines a space or does not reply to the offer of admissions, and then changes their mind, they may re-activate their application. The student will be offered admission or be placed next in order on the waiting list.

If an applicant who has declined admission would like to be considered for admission the following school year, they must re-activate their application during open enrollment and enter the lottery for the next school year.

Students offered spaces have until April 20th to notify The IMAG Academy that they are accepting the space and complete the enrollment documents. Failure to respond by April 20th will result in forfeiture of the space and the next person on the wait list will be offered the space. If that student would still like to be considered for enrollment at a later date, they may re-activate their application and be added to the bottom of the waiting list.

No new students will be enrolled after October 15th, with the exception of siblings of currently enrolled students or children of our staff, contingent on space availability.

Enrollment Status

Pursuant to the school's Attendance Policy, if a new student entering school misses more than nine days of school during the first month of school without a doctor's note, the student will be un-enrolled, and the vacancy will be offered to a child on the waiting list.

Enrollment After October 15th

If a space becomes available in a class after October 15th and the next student on the waiting list is the child of an Academy staff member or a sibling of a currently enrolled student, the student may enroll after the October 15th enrollment cutoff date.

Withdrawal After October 15th

Any student that withdraws after October 15th who wishes to re-enroll at The IMAG Academy will need to re-apply for admission during the open enrollment period of the following year. If a student withdraws after submitting re-enrollment documents, their re-enrollment is no longer valid.

Admission After Dismissal from The IMAG Academy or Other School

If a student applies who has previously been dismissed or suspended for a Class A offense under Chapter 19 from The IMAG Academy or another school, the student will be offered admission only after it is determined that The IMAG Academy can provide the services required to ensure the student's safety and success in the school environment, as well as the safety of all IMAG Academy students.

Attachment 1 – Generic Enrollment Process and Timeline

2015-2016 Application and Enrollment Process and Timeline	
January 15, 2016 – March 15, 2016 :	Open enrollment period New Family Orientation Sessions –Mandatory for new families
March 16 , 2016 – March 23, 2016:	Acceptance of students Enrollment lottery (if necessary)
April 20, 2016:	Decision deadline for families of accepted students. Families must respond with an acceptance or risk losing their acceptance opportunity.
April 20, 2016 –October 15, 2016	On-going (Rolling) enrollment will be based on first come, space availability

Attachment II – Community Partners



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

Reference: The IMAG Academy

The IMAG Academy's vision and mission gives focus and attention to what is right for our community!

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.

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.

Sincerely,

3/3/2015

Pono Shim
President and CEO
Enterprise Honolulu, Oahu Economic Development Board



735 Bishop Street, Suite 424, Honolulu, Hawaii 96813 • 808-521-3611
Fax: 808-536-2281 • www.enterprishonolulu.com



CITY COUNCIL
CITY AND COUNTY OF HONOLULU
530 SOUTH KING STREET, ROOM 202
HONOLULU, HAWAII 96813-3065
TELEPHONE: (808) 768-5010 • FAX: (808) 768-5011

BRANDON ELEFANTE
Councilmember District 8
Aiea, Pearl City, Waipahu
Chair, Committee on Business, Economic Development and Tourism
Telephone: (808) 768-5008
Email: belefante@honolulu.gov

March 5, 2015

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

Dear Chair *Mitch* D'Offe and members,

I am writing in support of IMAG Academy's charter school application request. The IMAG Academy will offer an additional educational choice to complement the current public school system. A brick and mortar public charter school, the IMAG Academy will be the first of its kind in our area and a welcomed community resource.

With the approval of their charter school application, IMAG Academy will be able to maintain their commitment to offer community-centered project based learning. Their project based, real world and relevant learning philosophy ensures their students engage in important concerns and exciting opportunities in our close knit community of Waipahu. Their plan to lease existing office space in the area of the old sugar mill will jumpstart revitalization in the area. The growth of the Mokuola and Waipahu Depot Road area, in addition to possible partnerships between local businesses and education is cause for excitement.

It is with this in mind that I ask for your favorable consideration of IMAC Academy's charter school application request. I am confident that their dedication and commitment to our keiki and community will garner the support of the area residents.

Sincerely,

A handwritten signature in blue ink, appearing to read "Brandon Elefante", is written over a horizontal line.

Brandon Elefante
Councilmember, District 8

Attachment NN
Assumptions Budget Year 1 – Year 3

Assumptions - Revenue/Reimbursement

1. Enrollment figures as projected with \$6,200 received for each student (per student allotment)

Year	# of Students	Revenue projected Per Student Funding	Disbursement Assumption July (60%)-November (30%)-January (10%)
1	210	\$1,302,000	\$781,200 – 390,600 – 130,200
2	345	\$2,139,000	\$1,283,400 – 641,700 – 213,900
3	480	\$2,976,000	\$1,785,600 – 892,800 – 297,600

2. Distribution of per student funding of 60% in mid/end of July, 30% in November, 10% in January.
3. Personnel reimbursements based on student's special resource requirements-504 & SPED
 - Two positions identified within our staffing plan assumed to be HI DOE/DES covered
 - ELL Teachers and Social Workers/Specialty/SPED
 - Social worker position amended to serve as placeholder for Specialty/social worker and/or other SPED services
4. Free and Reduced Lunch Program Reimbursements-FRL
 - Planning estimates are for lunch reimbursements only
 - Students eligible (64%) for program calculated to be as an average of the three school levels, therefore 36% of the students will NOT be eligible
 - Expected percentages: Elementary-70%, Middle-64%, High School-57%
 - Reimbursement (33¢) for each student NOT eligible
5. Cash Flow Worksheet
 - Line Item #1 includes Per Seat Funding (#1) and Reimbursements (#11 - 231 & 251)
 - Line Item #2 includes Free and Reduced Lunch Program Reimbursements (#6)
 - Line Item #4 includes Grants (#5), Donations (#740), and Fundraisers (#770)
 - Line Item #6 includes In-Kind Rent Reductions (#12) and In-Kind Donations (#720)
 - Line Item #7.2 includes Budget Item: 415 and 440
 - Line Item #7.3 includes Budget Items: 132, 142, 152, 172, 445
 - Line Item #7.4 includes Budget Item: 420
 - Line Item #7.5 includes Budget Items: 111, 242, 243, 244
 - Line Item #7.6 includes Budget Items: 266, 267, 430
 - Line Item #7.7 includes Budget Items: 254, 261, 262
 - Line Item #7.8 includes Budget Items: 173, 182, 185, 370, 450
 - i. Supplies & Materials Items: 113, 163, 184, 214,243
 - Line Item #7.9 includes Budget Items: 350

Assumptions – Expenses

1. Personnel/Staff Plan
 - The number of teachers and assistants are based on enrollment figures and our desired student ratios. Teacher to student ratio for grades K-3 is 1 to 20 and 1 to 25 for grades 4-12.
 - The ratio for determining the number of assistants is 1 assistant for every 3 teachers.
2. Personnel Salaries
 - Salary costs are from associated union schedules for SY 2016-17
 - Budget figures represent a mid-level/step salary recommended by HSTA representative

3. Upon further work with our staffing requirements, the following changes have been made. Numbers in parenthesis are the previous counts. In addition, due to a “cell key” error in our calculating spreadsheet our previous salary totals were incorrect. The corrected (in red) salary totals are presented below.

Title	Year 1 2016	Year 2 2017	Year 3 2018	Year 4 2019	Year 5 2020	Capacity 2022
Business Manager	.5 (0)	.5 (0)	1 (0)	1	1	1
Counselor	1 (0)	1.5	2	3	3	3
Staff Assistant	0	.5 (1)	1	1	1	1
Account Clerk	0	0	.5 (1)	1	1	1
IT Support	0.5	.5 (1)	1	1	1	1
Total FTEs	25.50	37.50 (38)	52.5 (52)	65.50	77.00	87.00
Previous Salary	1,271,782	1,889,509	2,595,763	3,289,780	3,849,472	4,356,352
Corrected Salary	1,292,652	1,897,360	2,655,058	3,308,911	3,868,603	4,375,483

4. Facilities

- Lease rent (includes CAM): \$3.00/sq ft *Utilities: \$.50/sq ft
- Minimum space requirements
 - Year 1 & 2: Classroom size-500 sq ft each and Meeting area-1000 sq ft
 - Year 1: 5500 sq ft Year 2: 8500 sq ft
 - Year 3: Classroom size-500 sq ft each and Meeting area-1500 sq ft
 - Year 3: 12,000 sq ft

5. Free and Reduced Lunch Program School Expense

- Planning estimates are for lunch only
- Costs to school amount of \$1.16 per eligible student (\$4.25 - \$3.09 = \$1.16)
- Used the lower “reduced lunch” allotment amount to calculate expense to the school
- Lunch cost of \$4.25 (per discussions with possible vendor - Keiki Lunchbox)

6. Student assessment tools (Smarter Balanced, HSA, ACT) are provided by HI DOE.

7. The table outlines the possible sources of funds, property and other resources Year 0 – 3.

Possible sources of funds, property, and other resources					
Year	Funding Source	Type	Amount	Timing	Status
Year 0	Harold K. Castle	Foundation-Grant	\$420,000*	Startup-Year 1	Initial request -April
	US DOE CSP	Charter School Program-Grant	TBD	Startup-Year 1	Contingency
	George Lucas Ed Foundation	Foundation-Grant	TBD	Startup-Year 1	Contingency
	Verizon Innovative Learning Grant	Foundation-Grant	TBD	Startup-Year 1	Contingency
	Ulupuno	Foundation-Grant	TBD	Startup-Year 1	Contingency
	Schools of the Future	Foundation-Grant	TBD	Startup-Year 1	Contingency
Year 1	City of Refuge Church	In-Kind Donation** Space Sharing-Rent Reduction	\$24,000 \$2K/month	Startup-Year 1	Leasing options being discussed
	FILCOM Center	In-Kind Donation** Rent Reduction	\$12,000 \$1K/month	Startup-Year 1	Leasing options being discussed

	Community Partners	Donations (2 partners @ \$2,500)	\$5,000	Year 1	Anticipated
	School Community Parents-Family	Donations (52 families – 25% of student # @ \$100)	\$5,200	Year 1	Anticipated
	School Fundraisers – Community Events	Donations	\$5,000	Year 1	Anticipated
	School Community Parents-Family	In-kind donation Equipment/Furniture	\$6,000	Startup-Year 1	Anticipated
Year 2	City of Refuge Church	In-Kind Donation** Space Sharing-Rent Reduction	\$24,000 \$2K/month	Year 2	To be negotiated
	FILCOM Center	In-Kind Donation** Rent Reduction	\$12,000 \$1K/month	Year 2	To be negotiated
	Community Partners	Donations (2 partners @ \$2,500)	\$5,000	Year 2	Anticipated
	School Community Parents-Family	Donations (86 families-25% of student # @ \$100)	\$8,600	Year 2	Anticipated
	School Fundraisers – Community Events	Donations	\$10,000	Year 2	Anticipated
	School Community Parents-Family	In-kind donation Equipment/Furniture	\$3,000	Year 2	Anticipated
Year 3	Community Partners	Donations (2 partners @ \$2,500)	\$5,000	Year 3	Anticipated
	School Community Parents-Family	Donations (120 families-25% of student # @ \$100)	\$12,000	Year 3	Anticipated
	School Fundraisers – Community Events	Donations	\$10,000	Year 3	Anticipated
	School Community Parents-Family	In-kind donation Equipment/Furniture	\$3,000	Year	Anticipated

*A \$420K grant would cover our startup funding requirements of \$225K and our Year 1 \$150K operating estimate and a possible \$37K in 10% fiscal agent fees). Our contingency amount is \$240K (\$139K for startup funding and \$100K for our Year 1 operating estimate). This is further explained on page 5 of this attachment; Startup Contingency.

We feel a grant award from Harold K. Castle is highly probable. They have made large awards to the last two approved Oahu charter schools. As important, the following Jan 6, 2015 blog post on their website, (www.castlefoundation.org) stated the need and benefit for this type of continued upfront support.

“But for us the lesson is this – hard won accomplishments such as these need significant up front investment to set school leaders, staff, the Board and students up for success. For those that worry about the quality of Hawaii’s charter school sector, this important lesson underscores the benefit of building capacity during just the right moment of a new organization’s development.”

** Space Sharing and/or Rent Reduction could take a number of forms

- Reduced per square foot (vs budgeted) rate during our Year 1-3 of lease contract
- Reduced or free rent in initial months of lease (common commercial leasing practice to accommodate for renovations, permitting, etc)
- Reduced rental rate in initial months with more or higher incremental increases during contract
- Offer to provide “In-Kind Donation” letters for taxes/accounting purposes
- Offer to provide “Sponsorship” acknowledgement on website and other documents for “In-Kind Donation amounts

Contingency Plan – Possible Line Item Reductions/Elimination

The following contingencies have been identified if revenues are not received or are lower than estimated. The contingency plan is divided into two parts; reducing and/or delaying expenses and applying for additional funds using the funding sources list within this budget narrative.

These actions would also be used to affect cash flow concerns for Year 1.

Additional funds

Our startup plan will include the appropriate timelines to ensure multiple funding request submissions and two fundraisers. In addition, more marketing and advertising will be scheduled to increase enrollment figures.

Reducing Expenses

The three line items that make up the majority of our expenses are personnel and facilities. Although the specific decisions will be dependent upon the actual situation, the following are a number of actions that could be taken.

Personnel

If enrollment figures do not reach our planned numbers by May 19th there are several actions that can be taken to adjust hiring decisions.

1. Counselor:
 - a. Delay hiring and/or reduce to .5 FTE (-\$28,773)
2. Business Manager
 - a. Evaluate work required and redistribute if possible reducing hours needed
 - b. Use contracted services for more flexibility on hours
3. Facility Support Staff:
 - a. Delay hiring and/or eliminate .5 FTE (-\$17,556)
 - b. Use contracted services for more flexibility on hours
4. Security Support Staff:
 - a. Delay hiring and/or eliminate .5 FTE (-\$17,628)
 - b. Use contracted services for more flexibility on hours
5. Core Teachers and Assistants:
 - a. If enrollment doesn't support a full class – eliminate a class/teacher position (-\$54,243)
 - b. If enrollment supports a smaller class than planned – combine for possible co-teaching and/or reduce teacher assistants to half time (-\$18,234) or eliminate position (-\$36,468)

Facilities

There are also other decisions that could reduce facility costs.

1. Seek space and equipment “sharing” options with landlords-negotiate lower rental charges
 - a. May help to delay equipment purchases
2. Reduce square footage requirements – Currently our Year 1-3 lease options are already organized into classroom and meeting areas
 - a. Ensure lease contract includes reduction clause due to changes in enrollment
3. Request a lower starting rent cost for the first 6 months in return for a mid-lease raise or higher annual raise (Year 2) when a deficit is not projected
4. Negotiate lower rent for renovation/permit requirements
5. Request in-kind donation for extensive renovation in return for long term lease terms with higher than normal yearly incremental increases

Startup Contingency – Possible Line Item Reductions/Elimination

If anticipated grant amounts are not received during startup, in addition to applying for funds from other sources, we will work on eliminating, reducing or realigning our expenses. The table below outlines reduction activities of our startup budget estimates as presented in our FINANCIAL Worksheets.

Eliminated items: If items/services are still required, it may be acquired through donated funds, in-kind donations or a change in the source or form of an item. For example, online or on-island training will be used to eliminate travel costs for training.

Reduced items: A multitude of actions may be suitable if required. For example, a reduction in our lease amount could be accomplished by moving in one month later and/or negotiating a mid-year or higher annual raise in rent for a lower starting amount for the first 6 months. Rearrangements will allow us to be flexible and more efficient with our funds and requirements during startup.

Start-up Budget Estimates – Contingency Sept 2015 – July 2016		
Functional Category	Expenses	Notes
Administration	\$ 36,000	
Board development: contracted services	1,200	Reduce, rethink or purchase rest later
Board Supplies & Materials	250	Work toward online usage-realign for later
School Leader stipend	15,000	Negotiate lower stipend
Part-time SASA stipend	10,000	Reduce, rethink or negotiate later payment
Contracted business manager/accountant	2,500	Reduce, rethink or negotiate later payment
Legal Services	1,000	Reduce, rethink or negotiate later payment
IT contracted Services	200	Reduce, rethink or negotiate later payment
Development: grant-writer services	5,000	Maintain to work on additional funds
Fundraising	100	In-kind donations – purchase rest as needed
Recruitment/Advertising	500	Maintain to increase enrollment for Oct count
Travel and other expenses	--	
Supplies and Materials	250	In-kind donations – purchase rest as needed
Instructional Services	\$ 50,250	
Teachers' contracts for school and curriculum planning	12,000	5 teachers x (10 hrs/wk x 8 wks) @ \$25/hour
Supplies and Materials	250	In-kind donations – purchase rest as needed
Professional development: Contracted Services	10,000	Pay/deposits for PD last week of July
Professional development Supplies and Materials	--	In-kind donations-purchase as needed
Travel for professional development	--	Online – On island
Textbooks & Related Media/Materials	20,000	Reduce, rethink- order rest after \$ distribution
Instructional Technology	8,000	10 laptops @ \$700; printers and cameras
Operation & Maintenance of Plant	\$ 53,350	
Rental/Lease of Buildings & Grounds	30,000	Move-in 1 month later – Renegotiate
Utilities	3,500	Savings due to late move-in
Building Renovations/Retrofit	15,000	Focus on items for permitting
Networking and Telecommunications	500	Reduce, rethink or rest after \$ distribution
Rental/Lease of Equipment	300	Reduce, rethink or negotiate later payment
School Office Equipment and Furniture	4,000	In-kind donations
Cleaning Supplies and Equipment	150	In-kind donations – purchase rest as needed
TOTAL	\$139,600	